DOCUMENT RESUME

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| INSTITUTION | Spartanburg County School District 7, S.C. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. |
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ABSTRACT

The major activities conducted in this project included visitations to school systems with operational year-round programs, study and analysis of the various types of year-round school organizational plans, and identification and analysis of problems inherent in year-round operation of schools. The major objectives of the study were to determine whether a year-round program would benefit the district, what type of program would be best to implement, and what changes in curriculum would have to be made. The document summarizes the main features of the study, describing the program content and the procedures followed, the project personnel, the dissemination of information, and the project evaluation and costs. Appendixes provide discussions of the quinmester plan and the calendar adopted and present a timetable for plan adoption, the reasons for considering an extended school year, and a position paper on the extended school year. Descriptive outlines and school calendars of the 45-15 plan, rotating four-quarter plan, continuous four-quarter plan, elective quarter plan, trimester plan, and the optional quinmester plan are presented. Copies of local sample newspaper articles describe the publicity accorded the year-round school operation. (Pages 27, 28, 53, 64, and 65 may reproduce poorly.) (Author/DN)

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# FINAL REPORT

# FEASIBILITY STUDY OF EXTENDED SCHOOL YEAR

Project No. 00-0000-71-067

SPARTANBURG CITY SCHOOLS

Spartanburg, S. C.

EA 005 699

(Revised September, 1971)

PART I
STATISTICAL REPORT
Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION — GRANT NUMBER _____ (State Use Only)

1. NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT

Spartanburg County School District No. 7
P. O. Box 970
Spartanburg, S. C. 29301

2. REASON FOR SUBMISSION OF THIS FORM-check one

a. ( ) INITIAL APPLICATION FOR TITLE III GRANT

b. ( ) APPLICATION FOR CONTINUATION GRANT
PROJECT NUMBER _____

c. (x) END OF PROJECT REPORT
PROJECT NUMBER 00-0000-71-067

3. PROJECT TITLE (5 words or less)

Feasibility Study of Extended School Year

4. CRITICAL NEEDS DESCRIPTOR

| (a) ELEMENTARY | (b) SECONDARY |
|---|---|
| ( ) First Grade Failures | (x) Language Arts |
| ( ) Language Arts | (x) Math |
| ( ) Math | (x) Dropout Prevention |
| ( ) Dropout Prevention | ( ) Handicapped |
| ( ) Handicapped | (x) Curriculum Development |

5. TITLE III FUNDS REQUESTED

| | Beginning Date | Ending Date | Funds Requested |
|---|---|---|---|
| a. Initial Application | Sept. 1, 1971 | Sept. 30, 1972 | $25,000 |
| b. Application for First Continuation Grant | | | |
| c. Application for Second Continuation Grant | | | |
| d. Total Title III Funds | | | $25,000 |

6. NAME AND ADDRESS OF PERSON AUTHORIZED TO RECEIVE GRANT

Dr. J. G. McCracken
Box 970
Spartanburg, S. C. 29301
TITLE: Superintendent
PHONE: 585-2231

7. LIST SCHOOL DISTRICTS TO BE SERVED BY PROJECT

Spartanburg County School District No. 7

TOTAL DISTRICTS SERVED 1

8. NAME OF PROJECT DIRECTOR

John H. Tillotson

PHONE: 585-2231

9. ADDRESS (Number, Street, City, Zip Code)

P. O. Box 970
Spartanburg, S. C. 29301

I hereby certify that the information contained in this application is, to the best of my knowledge correct, and the local educational agency named above has authorized me as its representative to file this application.

10. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

J. G. McCracken

11. DATE

September 30, 1972

SDE 24-001-00 South Carolina Department of Education

(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg County School District No.7

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY)

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
   a. FISCAL YEAR ENDING JUNE 30, 1970 _____
   b. FISCAL YEAR ENDING JUNE 30, 1971 _____
   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1972 _____

2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

| | | PRE-KINDER-GARTEN | KINDER-GARTEN | 1-6 GRADES | 7-12 GRADES | OTHER (SPECIFY) | TOTALS |
|---|---|---|---|---|---|---|---|
| 1. School Enrollment in District | Public | | 80 | 5, 884 | 5, 269 | Spec. Ed. 1,021 | 12,254 |
| | Non-Public | | 24 | 199 | 75 | | 298 |
| 2. Persons Participating in Project | Public | | | | 2 | Teachers, Adm. & parents 91 | 93. |
| | Non-Public | | | | | | |
| | Not Enrolled | | | | | | |
| 3. Staff In-Service Training | Public | | | | 308 | 18 | 326 |
| | Non-Public | | | | | | |
| 4. Participation by Ethnic Group | White | | | | 1 | | 1 |
| | Non-White | | | | 1 | | 1 |

OE 24-001-00

PART II NARRATIVE REPORT
END OF PROJECT REPORT

I. PROCEDURES AND PROGRAM CONTENT

A. The major activities conducted with project support included visitation to school systems with operational year-round programs, study and analysis of the various types of year-round school organizational plans, and identification and analysis of problems inherent in year-round operation of schools. Considerable time was devoted to a definition of priority goals for year-round operation in this district. Orientation and in-service presentations have been made to school, staff, and community groups. Extensive explorations of curriculum development procedures and of curriculum content alternatives have been made. Clerical support for all these activities have been provided.

B. Community informational programs will continue, along with staff in-service training programs. The major activity which will continue is a full curriculum development program in all subject areas taught in Grades 7-12 in this district.

C. Visitation, study of organizational plans, and identification and analysis of problems associated with implementation of a year-round plan will not continue.

D. The activities mentioned in Part I. C. are those which properly fall within the scope of a feasibility study. The outcome of these activities was a decision that year-round operation of schools was feasible in this district. Hopefully, there remains little need for continuation of this type of study and analysis. The continuing activities cited in Part I. B., however, are vital to the successful implementation of a year-round program and must be continued to meet the

commitment for implementation which has been made to the community. Study activities similar to those which will not continue will be resumed in limited fashion when the elementary program is studied in FY 1974. The emphasis at this level, however, will be primarily on the curriculum problems involved in implementation of the quinmester plan in the elementary schools.

II. PROJECT PERSONNEL

A. Professional Staff. The project was directed by Dr. John H. Tillotson, who was added to the district staff on a part-time basis at no cost to the project. Dr. Tillotson, who devoted 2/5 time to this project, has had extensive experience in Title III project administration. His educational background includes teaching experience at junior and senior high school levels and administrative experience as an elementary principal and as a director of instruction at the district level. He holds a Ph. D. degree in school administration, with a concentrated background in the curriculum area.

Dr. Tillotson has been responsible for coordinating all required project activities, for monitoring committee activities, and for preparation of all reports required for efficient project administration. He also has been responsible for close liaison with the district superintendent. Dr. Tillotson's salary for direction of this project was $7,816, all paid from local funds. This position will be maintained at the end of Title III funding. No professional positions were unfilled.

B. Consultant Services. Two types of consultant services were used during this feasibility study. The original planning for the study called for specialists to work with task forces who had responsibility in a rather limited and well-defined area. Such a proposal was somewhat naive and reflected a lack of awareness of the nature of operational year-round school programs. Project staff personnel discovered soon after the inception of project activities that transportation specialists, finance specialists, etc. for year-round programs simply were

not existent. The services and expertise, which were available as consultant help were of the two types used--general administrative personnel and curriculum personnel.

A consultant from the Jefferson County, Kentucky, School System was used to provide overall direction in the early stages of the feasibility study. This person had directed such a study for his system and was well-known throughout the country for his knowledge of year-round programs. As the study progressed and a decision to adopt the quinmester plan was reached, a team of personnel from Dade County, Florida, Schools was used. This team included overall year-round school administrative personnel, building principals, department heads, and the director of the curriculum development phase of the Dade County program.

Near the end of the study, persons with experience in the development of curriculum materials for short-term courses were used to work with curriculum committees in each major subject area. The person used represented public school systems which had developed 45-day and 60-day course guides, college personnel with experience in developing phased mini-course guides, and publishing company representatives with text material available in module form.

At this stage of development of the year-round program in this district, a commitment to pursue the year-round concept to full implementation of a quinmester program has been made. No further use of general administrative personnel as consultants is anticipated unless unexpected problems arise. Intensive curriculum development is underway and will continue. Curriculum consultant services will continue

to be used as needed to complete the development of approximately 900 forty-five day course guides.

C. Nonprofessional Personnel. The project provided for one full-time clerical position. The position was filled shortly after the beginning of the project period by Mrs. Ruth Brock at a salary of $4,800 per year. Mrs. Brock met fully the criteria for employment contained in the following job description excerpted from the project proposal.

> The person employed for this position should have a broad background of general clerical skills, including typing, dictation, and machine operation: she should also have knowledge of basic bookkeeping procedures. In addition, she should be proficient in filing and organizing material data. The duties involved will include general correspondence, maintenance of files and other project records (including financial records), preparation of typed materials for all reports and duplication of reports. Any other clerical tasks incidental to the conduct of this project will be the responsibility of this person.

Mrs. Brock will continue as an employee of the district. Other clerical staff will be added to assist with publication of the course guides to be developed during the coming year.

III. PRIVATE, NONPROFIT SCHOOLS

Because of organizational problems involved in staffing summer programs, the only eligible private, nonprofit school in the district, St. Paul the Apostle Parochial School, chose not to participate in activities of this project. This election by St. Paul school officials was documented in the proposal for this funding.

IV. DISSEMINATION

A. Program Dissemination. The materials used in this respect were largely work papers and illustrative yearly calendars related to the various types of organizational plans for operation of year-round schools. Other information disseminated within the profession was accomplished through verbal presentations, followed by question and answer sessions. Such presentations were made to groups within the district, groups in other individual districts, district superintendents in Spartanburg County, and at one state-wide meeting. Several presentations were also made in graduate classes in local or state colleges and universities. Materials related to program dissemination are contained in Appendix A.

B. Public Information. A concerted public relations effort was made to insure community understanding and awareness of the many changes in the school system which a year-round operational program could bring. Early efforts centered on the mechanical aspects of the program while later presentations in the period tended to emphasize the program changes. The predominant mode of presentations was personal appearances by project personnel, the superintendent, and other staff members. Presentations were made to all types of groups--P. T. A. (council and individual school groups), civic clubs, open community meetings, church groups, student groups, and any other groups who would give staff members an audience.

Several feature presentations of fifteen (15) minutes and thirty (30) minutes were done by local radio stations. Television coverage came primarily through news programming.

Newspaper coverage included news stories, editorial coverage, and feature articles. A sampling of the articles published is presented in Appendix B. Orientations for the Board of Trustees were presented regularly throughout the year. These meetings also received press coverage and were widely reported through radio, television, and newspaper channels.

C. General Information. The nature of the project did not provide much opportunity for visitation, since most activities were study, visitation, and discussion oriented. Approximately twenty (20) persons from outside the district made appointments to talk with project director and other district staff members about tentative findings in the study. Over seventy-five (75) unsolicited requests for information were received.

V. PROJECT EVALUATION REPORT

A. Process Evaluation.--As envisioned in the project proposal, this task was to be established in a fairly formal and rigid manner with written reports from a series of task groups operating independently and coordinated by the steering committee for the study. Each committee was designed to handle various phases of the study as outlined in the sub-objectives for the project an consultant help was provided in the project design to help the individual committees with their assigned tasks. The first process assessment revealed that such a division of labor into minute and distinct parts was not an efficient and effective way to conduct the study. Accordingly the steering committee bolstered by other staff members as needed, became not only the major division-making body in the study (second only to the Board of Trustees) but also the primary working group. Major input to this group was handled by the project director who prepared materials for consideration for the total group prior to recommendations to the board. The use of consultants had to be modified because of the lack of availability of expertise in specific task areas (See Section II. B.). As detailed in subsequent sections, many of the tasks proved to be of little consequence and others were found to be unsolvable, except by action of other state bodies. Many of these tasks, which originally were to be handled by major committee structures, actually were solved in a minimum time by the steering committee.

The role of the Board of Trustees was not changed. The Board established overall priorities for the study in a position paper which set forth criteria for the type of operational plan to be established (Appendix C). Interview reports were made to the

Board and their reaction was considered in finalizing or altering the recommendations for various actions. The final acceptance of a plan for year-round school operation and of a calendar for implementation by the Board of Trustees seems to be an overall indication of the successful utilization of personnel and available information by the personnel involved in the study. The successful acceptance of the plan by the community seems to indicate further the overall effectiveness of the procedures employed in the study.

B. Product Evaluation.--

1. The objectives for this project and the evaluation possible thereunder do not lend themselves to a normal format report as outlined in the end-of-project report. Inasmuch as the major goal of the project was a planning process, the broad goal was translated into sub-objectives which specified the development or determination of a particular product or body of information. This present report, therefore, will consist of a recounting of these efforts, with summary statements of finally adopted products.

   Primary Goal: Selection of Organization Plan.--After study of programs representative of all major organizational plans in use (or proposed) for year-round operation, the steering committee recommended the adoption of the quin-mester plan (modeled after Dade County, Florida School plan) for the district. The plan was adopted by the Board of Trustees on March 7, 1972.

Sub-objective 1: Calendar. A calendar for operation of the quinmester plan for 1973-74 was developed and adopted by the board. The calendar (Appendix D) was subsequently adopted by the other six independent districts in this county to preserve a uniform scheduling practice of several years standing.

Sub-objective 2: Curriculum Guidelines and Content Descriptions. Near the final stages of the feasibility study, a considerable amount of time was devoted to a study of curriculum development procedures. At this time, it was evident that the undertaking specified in this objective was too extensive for indecision in a feasibility study and also was not fully appropriate for inclusion therein. Study revealed that 45-day courses were in fairly wide use, both in systems operating year-round and in more traditional systems as well. The entire teaching and administrative staff in Grades 7-12 were involved in the initial curriculum study conducted under the present grant. Most of those involved agreed 45-day courses could be effectively operated in this district.

Sub-objective 3: Sequential Course Lists.--This task was completed only to the extent of defining broad areas where sequence would have to be retained. The staff, meeting separately by departments or content areas, concluded that sequential development of courses would have

to be retained for practically all language courses, skill development courses in music, and some areas of mathematics and science. In most other areas, it was felt that an occasional prerequiste would be sufficient to insure the steady progress of a child through the content of that area. Specific listing of courses was deferred in large measure to a later, more detailed curriculum development program.

Sub-objective 4: Course Credit System.--The rationale for the proposed system is based on student time in class. Since the student in a quinmester course spends one-fourth the amount of time normally devoted to a course in the traditional school calendar, it was concluded that one-fourth of a Carnegie Unit would be awarded for successful completion of a quinmester course. To facilitate record keeping, and avoid fractions as much as possible, it was decided to award 1 "quin credit" for each quinmester of work completed. Four "quin credits" therefore would be required to equal 1 Carnegie Unit.

Sub-objective 5: Pupil Load Criteria.--Since the student's daily schedule, the school day schedule and other pertinent items are not to be changed for adoption of the quinmester, criteria for pupil load remain unchanged. Graduation requirements will be obtained by multiplying requirements in Carnegie Units by four, thus effecting the change to "quin credits" required.

Sub-objective 6: Improved Opportunities for Remediation, Acceleration and Enrichment.--This task is a part of total curriculum development. The plan adopted (quinmester) has all features listed here as inherent parts of its curriculum structures. No additional planning, therefore, seemed necessary until the full curriculum building process began.

Sub-objective 7: Master Schedule and Computer Scheduling Program.--No change in the number of periods each school operates each day, or in the length of school day was found necessary to implement the quinmester plan. The present type of master shcedule is sufficient, although final development of such a schedule can come only after the full curriculum choices of every student is known. The computer program (and service) now used has full capacity to handle scheduling for 2 quinmesters at a computer run. The IBM SOCRATES program will be more efficient and effective, when it becomes fully developed and perfected.

Sub-objective 8: Staffing Level.--No change is anticipated. Obviously, instructional staff needs will be dependent on the voluntary enrollment of children during any particular quinmester. Additional clerical help for scheduling will be desirable, if not absolutely necessary, in the larger schools.

Sub-objective 9: Supportive Services.--The voluntary nature of the plan adopted makes predictions of revised needs for food services and library services difficult. The wider options available to students will definitely increase the guidance load. At this time, it is expected that advice on course selection will be more effective if carried out by subject-area teachers. If this premise proves true, the overall guidance staff will not increase, but their coordination duties will increase while teachers assume the course advisor role.

Sub-objective 10: Orientation and Continuing Teacher Education.--Personal presentations in individual schools and study materials were used to help teachers understand the new system proposed. It was found that most non-degree certification coursework by teachers was done in afternoon or evening classes, while most degree work was done in summer sessions. No conflict with the non-degree work described is apparent, but teachers in summer sessions could not teach on a year-round basis. The plan adopted provides for employment terms on any multiple of 45-days, so a teacher could continue summer degree work with no problems. The calendar devised allows for participation in summer sessions at local institutions with no schedule conflicts.

Sub-objective 11: Cost Estimate.--No reliable cost estimating procedures were located, especially for

voluntary-type plans. No savings are projected and the initial implementation costs are expected to run slightly high than traditional operation.

Sub-objective 12: (See No. 8)

Sub-objective 13: Transportation.--The uncertainties resulting from the pupil selection features of a voluntary plan make solution of this problem area impossible until the children (number and location) who select each vacation term are actually identified. No conflict with regulations is foreseen, but administrative problems in identification of eligibility for free transportation may be expected.

Sub-objective 14: (See No. 10)

Sub-objective 15: Staff and Student Involvement.--Assessment of knowledge was informally arrived at through group participation in question and answer sessions which also served the orientation function. Student preferences had to be deferred until the follow-up curriculum study proposed.

Sub-objective 16: Dissemination and Community Acceptance.--The reader is referred to Section IV of this report for the extent of orientation and dissemination activities. No checklist of acceptance was devised for use in the study. Staff members soon became quite aware of almost complete acceptance of the proposed quinmester program, provided it remain on a voluntary basis rather than a mandatory basis.

Sub-objective 17: Conflict with State and Accrediting Agency Regulations.--No conflicts were identified except in reporting procedures. No major problems are anticipated in this area when implementation becomes a fact rather than a proposal.

Sub-objective 18: Athletic Eligibility.--Under current regulations of the S. C. High School League, a student must be enrolled during the season (and for "at least sixty days in the semester immediately preceding the contest or sport") in order to participate. This area presents a definite problem for the athlete, since he has no choice, but to enroll for the four terms which encompass the traditional school year. Modification of existing regulations seems likely to be a difficult procedure.

Sub-objective 19: Pupil Accounting Procedures and State Aid Considerations.--Existing procedures (or regulations) must be amended if a district is to be permitted to draw state aid for those students who voluntarily select the summer term as a part of their 180-day school year. Attendance reporting must be permitted also on a 45-, 90-, 135-, 180-, and 225-day basis to facilitate pupil accounting procedures under the quinmester program. No problems in getting approval for either change is expected.

Sub-objective 20: Conflicts with Attendance Laws or Child Labor Laws.-- No conflicts could be identified.

2. Many school districts have expressed interest in the project, but none have adopted project activities pending completion of the curriculum development program which will follow the present study.

3. (a) Parent-teacher groups, church groups, and community recreation officials were involved in the study activities, along with many industrial; business and civic leaders.

   (b) The overwhelming reaction of participants was an increased awareness of the schools and their role. The values of a revitalized program seemed most influential in agreements of cooperation received from all segments of the community involved in study activities.

4. (a) State accreditation standards were amended to provide for short-term (less than 90 days) courses.

   (b) Locally, support seemed greatly increased. The effect outside the immediate area is unknown. The state legislature has provided $100,000 for curriculum development as a result of findings from four ESY feasibility studies in the state.

   (c-g) No effect on these programs is known.

(OE4351-3)
(Revised August, 1970)

PART III - BUDGET SUMMARY/EXPENDITURE REPORT - TITLE III, P. L. 89-10

A. NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT

Spartanburg County School District #7
Box 970
Spartanburg, S. C. 29301

B. PROJECT NUMBER
00-0000-71-067

C. BUDGET PERIOD (Month, Day & Year)
FROM: 9/1/71 TO: 9/30/72

D. ( ) PROPOSED BUDGET SUMMARY ( ) ESTIMATED EXPENDITURE REPORT
( ) REQUEST FOR FUNDS (x) FINAL EXPENDITURE REPORT

E. EXPENDITURE ACCOUNTS — EXPENSE CLASSIFICATION - For Title III Funds Only

| | FUNCTIONAL CLASSIFICATION | ACC'T NO. | SALARIES PROFESSIONAL | SALARIES NON-PROFESSIONAL | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL AND PER DIEM | EQUIPMENT | OTHER EXPENSES | TOTAL TITLE III FUNDS | TOTAL OTHER FUNDS | TOTAL BUDGET (10 + 11) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) |
| 1 | ADMINISTRATION | 100 | | 4,872.80 | 250.00 | 876.11 | | XXXXXX | | 5,998.91 | 7,618.00 | 13,616.91 |
| 2 | INSTRUCTION | 200 | | 465.00 | 5,000.00 | 774.06 | 8,192.61 | XXXXXX | 3,930.00 | 18,361.67 | | 18,361.67 |
| 3 | ATTENDANCE SERVICES | 300 | | | | | | XXXXXX | | | | |
| 4 | HEALTH SERVICES | 400 | | | | | | XXXXXX | | | | |
| 5 | PUPIL TRANSPORTATION | 500 | | | | | | XXXXXX | | | | |
| 6 | OPERATION OF PLANT | 600 | | | | | | XXXXXX | | | | |
| 7 | PLANT MAINTENANCE | 700 | | | | | | XXXXXX | | | | |
| 8 | FIXED CHARGES | 800 | XXXXX | XXXXX | | XXXX | XXXXX | XXXXXX | 617.90 | 617.90 | | 617.90 |
| 9 | LEASING FACILITIES | 830 | | | | | | XXXXXX | | | | |
| 10 | FOOD SERVICES | 900 | | | | | | XXXXXX | | | | |
| 11 | STUDENT ACTIVITIES | 1000 | | | | | | XXXXXX | | | | |
| 12 | COMMUNITY SERVICES | 1100 | | | | | | XXXXXX | | | | |
| 13 | SITE IMPROVEMENT | 1210c | | | | | | XXXXXX | | | | |
| 14 | REMODELING | 1220c | | | | | | XXXXXX | | | | |
| 15 | CAPITAL OUTLAY | 1230 | XXXXX | XXXXX | XXXXX | XXXXX | XXXXX | | XXXXX | | | |
| 16 | TOTAL | | | 5,337.80 | 5,250.00 | 1,650.17 | 8,192.61 | | 4,547.90 | 24,978.48 | 7,618.00 | 32,596.48 |

F. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

J. H. McLendon

DATE
December 29, 1972

SDE 45-0011 TD1/29/71

# APPENDIX A

## Program Dissemination Materials

## REASONS FOR CONSIDERING A RESCHEDULED SCHOOL YEAR

During the past forty years a large volume of professional literature related to the extended school year concept has been developed. Much of this literature relates to the advantages and disadvantages of a rotating four-quarter plan of operation for extending the school year. Traditionally, advocates of a four-quarter plan claim that the use of such a plan would lead to greater efficiency and economy in the operation of schools, particularly as it relates to the use of buildings, inasmuch as such a plan would allow a school district to increase the capacity of its facilities by one-fourth. In recent years, however, the reasons given for utilizing some form of extended school year operation have shifted from a pure emphasis upon efficiency and economy to include much broader goals to be realized as a result of utilizing an extended school year operational plan. A recent publication of the Florida Educational Research and Development Council (Kimbrough and Andes, 1969) lists advantages of a rescheduled school year as:

1. Longer school year to keep pupils off the streets in summer
2. Need for longer instructional time to teach expanding knowledge
3. Acceleration of pupils
4. Providing enrichment activities for students
5. Making teaching a full-time profession and increasing the attractiveness of teaching as a career
6. Making the schools relevant to an urban society

In 1968 a summary of research prepared by the Research Division of the National Education Association (NEA, 1968) also listed six reasons, some of which overlap to a considerable extent the above listing. This report also

pictured the economy objective as the most prominent reason for interest in some form of utilization of the school plant on a year-round basis. The report further indicated that economy advocates often argued that savings could be effected on building costs, debt, services, cost of fuel, light, power, maintenance, insurance, and state tax on bonds.

The second argument for year-round operation listed in the NEA Summary was that of improvement of teacher status. Obvious economic gains to the teacher resulting from year-round employment were a primary factor in such an argument. Proponents also felt that extended contracts would eliminate a need to seek temporary summer employment and would give teachers more time in which to work on curriculum revision, to aid individual students, and to devote to other similar tasks which would tend to elevate a teacher's professional status.

A third reason for considering extended school year operational plans involves the teacher shortage factor. Persons who felt that this was a primary reason for entering such year-round operations argued that the demand for teachers can be reduced if the teachers who are already employed could be persuaded to work on a year-round basis. Furthermore, they claim that still fewer teachers (in actual number) would be required if pupils were allowed to accelerate and graduate early.

Another major argument for adopting some form of extended school year operation is characterized in the research summary as a desire to improve and enrich education for all pupils. Such goals, it is claimed, can be realized through extended school year operations since additional time for remediation and enrichment can be provided, as well as greater opportunities for make-up sessions. In some cases a general curriculum revision also results from extending the year. In a similar vein, it is sometimes argued that a longer school year is necessary because of the so-called knowledge explosion in our

society today.

Another dominant theme reported as running through the literature is the need for pupil acceleration. Such a need obviously is sometime related to the economic benefits which may be derived from a child's attending school over a shorter number of years than the traditional twelve-year program. Some wirters, however, have forwarded the idea that acceleration, per se, is sufficient reason for using an extended school year operation. These persons cite the need of a child to graduate from high school earlier, to enter the work force, to continue some schooling, to become married, and for other similar reasons.

The final argument for a school year longer than the current 180 days period presented in the research summary is the need to keep youth busy and off the streets during the summer months. Any plan which staggers vacation for the school population will obviously reduce the demand for vacation work at any given time during the year.

A POSITION PAPER

EXTENDED SCHOOL YEAR STUDY

(PROPOSED - FOR DISCUSSION PURPOSES ONLY)

An accompanying paper discusses in some detail many of the reasons for considering a rescheduled school year. The structure and the type of organizational plan selected for implementation of the rescheduled school year obviously is largely determined by the reason an individual school district is considering rescheduling. The purpose of this position paper is to define quite clearly the reasons why the Spartanburg City Schools is considering some form of rescheduled school year.

Some background information seems necessary before a listing of reasons can be produced. One certain factor which must be considered is the financial situation relative to the operation of the school district. In this district at the present time the instructional portion of the operating budget accounts for slightly over 84% of the total budgeted amount for current operation. The greater portion of this amount expended for general instruction was accounted for by teachers' salaries. As of now the State of South Carolina allots state aid for teachers' salaries to a district on the basis of a 185-day term of employment and 180 days of pupil attendance.

The salary structure in this district is such at the present time that three-fourths of the total teacher's salary is covered by the state aid grant. For approximately one-fourth of the teachers in the district (or approximately one-third of the total professional staff) the entire salary cost is borne by the local district. These factors seem to dictate the adoption of some sort of rescheduled school year plan which guarantees the child only 180

days of instruction per year without cost. It would seem, therefore, that any plan suggested for the Spartanburg City Schools would be more properly called a year-round operational plan rather than an extended school year plan, inasmuch as the actual term of instruction provided at no cost to the child would remain the same.

A second background factor which must be considered is the existing status of facilities in the district. Although there are many portable classrooms in use in the district, there is no building crisis comparable to that which has been observed in many districts which have sought to utilize a rescheduled school year plan to ease facilities.

The preceding statement is not meant to minimize the economy factor inasmuch as future building needs could undoubtedly be reduced to some extent within the district by greater utilization of the existing plants. Another factor which might be considered is that the use of older buildings might no longer be needed if some of the newer school plants could be utilized to a greater extent.

A third factor which must be considered is the factor of choice allowed for individual parents under a rescheduled school year. Currently there are two general categories of extended school year plans which are generally described by the two-term optional plans or mandated plans. As the name implies, the optional plan would allow parents some freedom to decide when their child would be in attendance at school. Conversely, the mandated plan would provide for assignment of pupils to an attendance term. It is obvious that a mandated plan could provide for a more even distribution of the student body at all times of the year and, therefore, could result in greater economy.

In view of the preceding background information, the following factors seem to emerge as dominant reasons for considering a rescheduled school year in the Spartanburg City Schools:

1. Because of current operational cost, the selection of any extended school year plan should be limited to those which provide for 180 days of pupil attendance (unless the pupil elects to attend longer on a tuition basis).
2. The only factors which should be considered related to economy of operation should be those inherent in greater use of existing school facilities. The negative aspect of this suggestion means that acceleration of pupils to finish school in a shorter period of time than the current twelve-year tenure should not be considered as a factor in economical operation of schools.
3. The possibility of employing teachers and other professional personnel for a longer period of time (in each calender year) at a proportionately higher annual salary should be a primary factor in the selection of a plan.
4. Any plan selected should provide for a greater degree of flexibility in curriculum offerings to students, providing especially a more efficient means of recycling students who find themselves in classes which are obviously too difficult and which may be outside their range of interest.
5. It is not felt at this time that the need of additional facilities is of a crisis proportion and, consequently, a mandated program

not needed. In practical terms, this position means that if the school year is divided into segments (either 3, 4, 5, or more), a pupil and his family should be allowed to choose which of the segments they would drop as long as they maintained 180 days of attendance during any year beginning on June 1 or thereabouts and ending on June 30 or thereabouts of the following year. In the case of a plan which allowed for attendance the year round with staggered period of non-attendance (or vacation periods) sporadically through the year, the child and the parents should be allowed to choose the cycle more convenient to their plans.

A final word should be added regarding the purpose of this paper. Many alternative organizational plans for rescheduling the school year are currently available. Others could be devised and are being devised almost yearly across the country in many school districts. The selection of any one of these plans, or the development of a new plan, can only be accomplished in an efficient manner if there is a general agreement among those responsible for selection as to the purposes to be served by the plan which is finally studied in detail for possible adoption. The sole purpose of this position paper is to define the advantages which this district hopes to gain by utilizing existing school facilities on some form of rescheduled school year basis. Establishment of criteria for selection of one of these plans must necessarily include consideration of these expected advantages.

# DESCRIPTIVE OUTLINE

# AND

# TYPICAL SCHOOL CALENDAR

## QUINMESTER PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

DESCRIPTIVE OUTLINE

QUINMESTER PLAN

The Quinmester Plan takes its name from the fact that the school year is divided into five terms, each of which provides for 45 days of pupil attendance. The five terms, each of approximately nine weeks duration, may be scheduled to occupy an entire calendar year (frequent holidays and vacation periods are staggered throughout the terms) or they may be scheduled with few holidays and vacation periods, thus allowing a common vacation period of up to three weeks for all students and teachers during the summer months.

Under the Quinmester Plan, a student who attends four terms has attained the equivalent of a full year's attendance under a traditional school scheduling plan. A typical schedule for pupil attendance is shown in the following diagram. From the diagram it can be seen that four groups of students are in

FIGURE I

OPERATION OF TYPICAL YEAR SHOWING PUPIL ATTENDANCE

UNDER A FIVE TERM (QUINMESTER) PLAN

| Attendance Group | Term I | Term II | Term III | Term IV | Term V |
|---|---|---|---|---|---|
| Group A | Vacation | School | School | School | School |
| Group B | School | Vacation | School | School | School |
| Group C | School | School | Vacation | School | School |
| Group D | School | School | School | Vacation | School |
| Group E | School | School | School | School | Vacation |

attendance during any given term while one group of students is on vacation. If the plan is mandated, students would be equally divided among the five

attendance groups with the result that 80% of the student body would be in attendance during each term. Under this type of operation a savings of 20% in required facilities could be realized. If the plan provided for optional attendance, the resultant savings would be decreased in direct proportion to the variance from equal distribution of students found in the ideal situation described.

Under the Quinmester Plan of operation, a child can be allowed to attend school during all five terms, thus accelerating toward an early graduation. Obviously, as a high proportion of students elect to follow this procedure, economy is lost unless tuition fees are charged for attendance during the fifth term in any calendar year. Tuition fees, however, cover only direct operational cost and would not apply to facility, or capital outlay, costs.

The preceding diagram shows a typical year which could be repeated in subsequent years so that Group A always had a vacation during Term 1, Group B would always vacation during Term 2, etc. It is possible, however, to work up a plan of attendance covering the twelve year span traditionally covered by a child's elementary and secondary school years so that vacations would be staggered for any particular attendance group (and, therefore, for any individual child) throughout the total range of terms. In order to realize this goal of rotating vacation terms, a sacrifice in equal spacing of school attendance terms and vacation terms must be made. A schedule such as this will be devised later if the Committee desires such information.

The Quinmester Plan is currently in use in the Dade County School System, Miami, Florida. The plan will also be instituted in the Utica, Michigan, Community School System within the next two years.

A typical school calendar showing actual attendance dates on a calendar basis is attached. This school calendar is set up for the 1973-74 school year. The calendar shown is one which has frequent holidays and vacation periods staggered throughout the terms. Another calendar can be devised, if the Committee desires, showing a more compact arrangement of school terms; such a schedule would allow two and one-half to three weeks of common vacation time for all students and teachers at some period during the summer months.

TYPICAL SCHOOL CALENDER

OPTIONAL FIVE-TERM ("QUINMESTER") PLAN

The following calender is offered to illustrate the arrangement of attendance and teacher work days for a Quinmester Plan of year-round school operation. This calender is presented for information only and is not intended to propose any policy changes relative to scheduled holidays--the fiscal calender used in the event this plan is selected could vary in beginning and ending dates and in inclusion of different holidays without affecting the basic structure.

The calender shown provides for five terms with 45 days of pupil attendance in each term. One day is provided for opening and another day for closing each term. Teachers would work these two days. A four-term year for teachers would, therefore, consist of 188 working days as opposed to the present 185 days.

Holidays provided for in this calender include Labor Day, Thanksgiving Day and Friday following, President's Day, and July 4 and the following day to give a long weekend. December 20, 21, 1973 and March 11, 12, 1974 would be reserved to make up days lost due to emergency weather conditions. A Friday in March is set aside for SCEA State Convention. Christmas Holidays would begin December 19 for pupils and December 20 for teachers, unless snow days were required. The week before Easter is set aside for Spring Holidays.

AUGUST - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

AUGUST -1973

Term I Opening Day - 7th

Number Pupil Days - 18

SEPTEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

SEPTEMBER - 1973

Labor Day - 3rd

Number Pupil Days - 19

OCTOBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

OCTOBER - 1973

Term I Closing Day - 11th

Term 2 Opening Day - 12th

Number Pupil Days - 8 (Term I)

Number Pupil Days -13 (Term 2)

NOVEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | | |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER - 1973

Thanksgiving - 22nd, 23rd.

Number Pupil Days - 20

DECEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | | |

DECEMBER - 1973

Term 2 Closing Day - 19th

Reserved Snow Days - 20th, 21st

Number Pupil Days - 12

JANUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY - 1974

Term 3 Opening Day - 2nd

Number Pupil Days - 21

FEBRUARY _ 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | |

FEBRUARY - 1974

President's Day - 18th

Number Pupil Days - 19

MARCH - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| | | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

MARCH - 1974

Term 3 Closing Day - 8th

Reserved Snow Days - 11th, 12th

Term 4 Opening Day - 13th

Typical SCEA Day - 22nd

Number Pupil Days - 5 (Term 3)

Number Pupil Days -11 (Term 4)

APRIL - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

APRIL - 1974

Spring Holidays - 8-12th

Number Pupil Days - 17

MAY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

MAY - 1974

Term 4 Closing Day - 24th

Term 5 Opening Day - 27th

Number Pupil Days - 17 (Term 4)

Number Pupil Days - 4 (Term 5)

JUNE - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

JUNE - 1974

Number Pupil Days - 20

JULY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | | |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

JULY _ 1974

Holidays - 4th and 5th

Number Pupil Days - 21

AUGUST - 1974

M T W T F

1

AUGUST - 1974

Term 5 Closing Day - 1st

If this program were mandated, approximately one-fifth of the pupils would be assigned to each of the five terms. If the fifth term were optional, students who desired could attend the fifth term and skip any term during the following school year.

DESCRIPTIVE OUTLINE

45-15 PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

DESCRIPTIVE OUTLINE

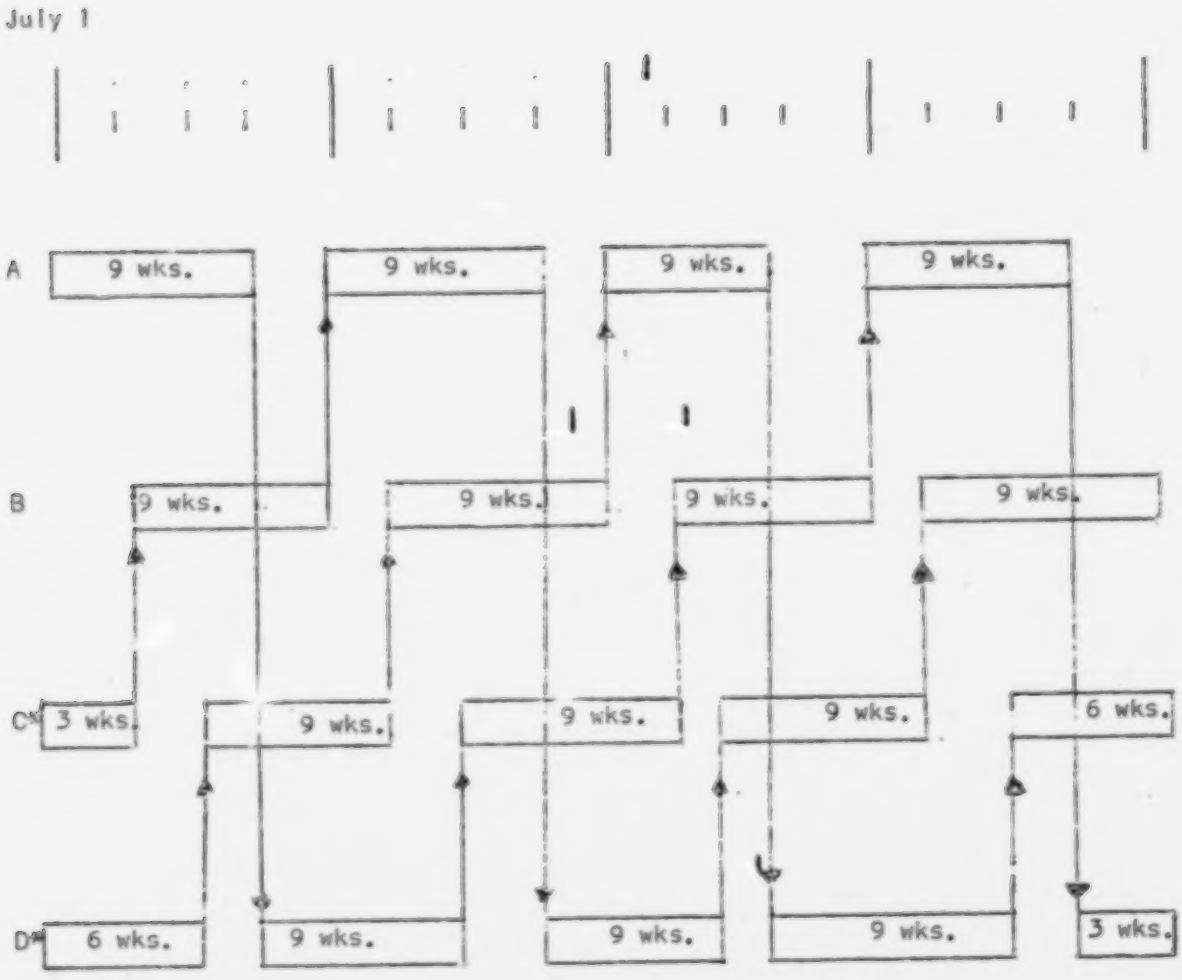
45-15 PLAN

The 45-15 Plan for operating schools on a year-round basis is somewhat different from most of the other plans which we will study. The difference arises from the fact that there are several short vacation periods spaced at approximately equal intervals throughout the school year rather than one rather lengthy vacation period. The basic module of instructional time in the 45-15 Plan is 45 days or nine weeks. Each student attends school for 45 days and then has a 15-day break from classes.

Typically, students are divided into four groups, much as they would be under a Rotating Four-Quarter Plan. As in the Four-Quarter Plan, only three of the four groups are found in attendance at a given time during the school year. Ideally, therefore, the capacity of the school facilities in a district can be increased by 25% through utilization of the 45-15 Plan. The ideal situation obviously assumes equal distribution of the pupils into each of the four groups.

The 45-15 Plan is being used in many places across the country. The most notable examples are found in the Becky-David School in St. Charles County, Missouri, the Valley View Schools in Lockport, Illinois, and several elementary schools in the San Diego, California area. The chart on the following page, which illustrates the intermittent attendance patterns for the 45-15 Plan, is reproduced from the booklet, The Becky-David Year-Round School Plan, published by the Francis Howell School District, St. Charles County, Missouri. The comments shown following the chart apply to the Becky-David School situation, but would not necessarily apply to another state because of varying laws and regulations.

BECKY-DAVID SCHEDULE




* State statutes require that the school year (174 days of classes) fall between July 1st and June 30th of the following year. For this reason, one 9 week session for cycles C & D was divided into a three and six week session. Ideally, cycle C would have started three weeks after cycle B and cycle D would have begun three weeks after cycle C. It should be noted, however, that after the first year all sessions are in reality nine weeks in length since the three and six week sessions at the beginning and end of cycles C and D join to make up a nine week session.

The teachers at Becky-David School have two basic kinds of schedules. Some follow the same type of schedule followed by the students, alternating a 9-week work week with a 3-week break. Other teachers work on almost a full-time basis, taking only one 3-week vacation during the year, as required by school board regulations. The arrows on the accompanying chart show the rotation schedule of a teacher who works on a year-round basis. For instance, the teacher assigned to a class in Group A in the chart works for 9 weeks with that group and then moves to work for a 9-week period with a class in Group D. Following this assignment, she works 9 weeks with a class in Group C, 9 weeks with a class in Group B, and then reports for an additional 9 weeks with a Group A class again. During the calender year, therefore, this teacher will have worked with children in each of the four groups and would have been employed for a total of 45 weeks.

Other options for employment are available under this plan. Some teachers prefer to work on a full-time basis (no breaks) during the fall, winter, and spring months, thus following the traditional teacher schedule. Since a basic course is complete in the 9 weeks period, no adverse effects are realized if a teacher wishes to teach only for a 9-week period during a calender year.

Under this plan for extending the use of school facilities to a year-round basis, teachers and students alike are scheduled for the usual vacations--Christmas, Thanksgiving, and even Spring Holidays. There is usually a short period, two or three days, between the end of a 9-week term and the beginning of another 9-week term.

Should enrichment or remedial activities be considered desirable by a local community, the students may be encouraged to take these during some of

their 3-week vacation periods. The plan has obvious advantages in the use of existing facilities. One other advantage of the 45-15 Plan is the provision for a vacation up to 3 weeks duration for each season of the calender year. This advantage is countered somewhat by the disadvantages of starting and stopping four times each year. Another obvious disadvantage is the confusion which surrounds bus schedules, etc., which change after each 9-week period.

TYPICAL SCHOOL CALENDAR

45-15 PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

TYPICAL SCHOOL CALENDAR

45-15 PLAN

The attached school calendar for the 45-15 Plan differs from the chart shown in the preceding narrative description. In the chart you will note that two groups start the 45-15 scheduling pattern with an initial attendance period of less than 45 days. This scheduling arrangement was made necessary by Missouri Law.

In the typical calendar shown herein, the first group begins classes on July 2 and each succeeding group begins classes at 15-day (school days) intervals thereafter. This arrangement obviously results in a partial student load in a given building during the start-up period. For instance, during the first 15-day block of time only one group is in attendance; during the second 15-day block two groups would be in attendance; during all subsequent periods three groups would be in attendance. (Under this plan the reader is reminded that the student body is divided into four groups, three of which are in attendance at any given time.) In the accompanying calendar this partial load start-up period would last until August 14. The following summary shows the beginning and ending dates for each of the four terms for each attendance group. Keep in mind that the 45-15 Plan is a mandated plan primarily.

Attendance

Terms

| | | | |
|---|---|---|---|
| 1. | Group A | Begins | July 2, 1973 |
| | Group A | Stops | September 4, 1973 |
| 2. | Group A | Begins | September 26, 1973 |
| | Group A | Stops | November 29, 1973 |
| 3. | Group A | Begins | January 3, 1974 |
| | Group A | Stops | March 6, 1974 |

| | | | |
|---|---|---|---|
| 4. | Group A | Begins | April 2, 1974 |
| | Group A | Stops | June 5, 1974 |

Group A would be ready to begin a new year of attendance on July 1, 1974.

---

| | | | |
|---|---|---|---|
| 1. | Group B | Begins | July 24, 1973 |
| | Group B | Stops | September 25, 1973 |
| 2. | Group B | Begins | October 17, 1973 |
| | Group B | Stops | December 20, 1973 |
| 3. | Group B | Begins | January 24, 1973 |
| | Group B | Stops | March 28, 1973 |
| 4. | Group B | Begins | April 24, 1973 |
| | Group B | Stops | June 26, 1974 |

Group B would be ready to begin a new year of attendance on July 23, 1974.

---

| | | | |
|---|---|---|---|
| 1. | Group C | Begins | August 14, 1973 |
| | Group C | Stops | October 16, 1973 |
| 2. | Group C | Begins | November 7, 1973 |
| | Group C | Stops | January 23, 1974 |
| 3. | Group C | Begins | February 14, 1974 |
| | Group C | Stops | April 24, 1974 |
| 4. | Group C | Begins | May 16, 1974 |
| | Group C | Stops | July 22, 1974 |

Group C would be ready to begin a new year of attandance on August 13, 1974.

---

| | | | |
|---|---|---|---|
| 1. | Group D | Begins | September 5, 1973 |
| | Group D | Stops | November 6, 1973 |
| 2. | Group D | Begins | November 30, 1973 |
| | Group D | Stops | February 13, 1974 |
| 3. | Group D | Begins | March 7, 1974 |
| | Group D | Stops | May 15, 1974 |
| 4. | Group D | Begins | June 6, 1974 |
| | Group D | Stops | August 12, 1974 |

Group D would be ready to begin a new year of attendance on September 4, 1974.

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The only optional feature could be an optional choice of beginning times, provided not over 25% of the student body chose any one of the four groups, or starting times.

JULY - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 2 | 3 | | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

JULY - 1973

Group A Begins - 2nd

Holiday - 4th

Group B Begins - 24th

AUGUST - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

AUGUST - 1973

Group C Begins - 14th

SEPTEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

SEPTEMBER - 1973

Labor Day - 3rd

Group A Stops - 4th

Group D Starts - 5th

Group B Stops - 25th

Group A Starts - 26th

OCTOBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

OCTOBER - 1973

Group C Stops - 16th

Group B Starts - 17th

NOVEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | | |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER - 1973

Group D Stops - 6th

Group C Starts - 7th

Thanksgiving - 22nd and 23rd

Group A Stops - 29th

Group D Starts - 30th

DECEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | |

DECEMBER - 1973

Group B Stops - 20th

Reserved Snow Day - 21st

Christmas Holidays - December 21st through January 1st inclusive.

JANUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY - 1974

Reserved Snow Day - 2nd

Group A Begins - 3rd

Group C Stops - 23rd

Group B Begins - 24th

FEBRUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | |

FEBRUARY - 1974

Group D Stops - 13th

Group C Begins - 14th

MARCH - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | |
| 25 | 26 | 27 | 28 | |

MARCH - 1974

Group A Stops - 6th

Group D Starts - 7th

Typical SCEA Day - 22nd

Group B Stops - 28th

Reserved Snow Day - 29th

APRIL - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | |
| | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

MAY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

JUNE - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | | |

APRIL - 1974

Reserved Snow Day - 1st

Group A Starts - 2nd

Spring Holidays - 12th - 15th

Group C Stops - 24th

Group B Starts - 25th

MAY - 1974

Group D Stops - 15th

Group C Starts - 16th

JUNE - 1974

Group A Stops - 5th

Group D Starts - 6th

Group B Stops - 26th

School closed for everyone - 27th and 28th

JULY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

AUGUST - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

SEPTEMBER - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | 3 | 4 | | |

JULY - 1974

Group A Begins First Term of Second Year Under the Plan - 1st

Holiday - 4th

Group C Stops - 22nd

Group B Begins First Term of Second Year Under the Plan - 23rd

AUGUST - 1974

Group D Stops - 12th

Group C Starts First Term of Second Year of Operation - 13th

SEPTEMBER - 1974

Labor Day - 2nd

Group A Ends First Term of Second Year - 3rd

Group D Begins First Attendance Term of Second Year of Operation - 4th

# DESCRIPTIVE OUTLINE

## ROTATING FOUR-QUARTER PLAN
## CONTINUOUS FOUR-QUARTER PLAN
## ELECTIVE QUARTER PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

DESCRIPTIVE OUTLINE

ROTATING FOUR-QUARTER PLAN

The Rotating Four-Quarter Plan provides for a division of the school year into four equal segments or quarters. Each of these four quarters is approximately twelve weeks in duration. The student, that is, an individual student, attends three consecutive quarters and has vacation time during the fourth quarter. Under this arrangement, if the length of the quarter is exactly 60 days, the pupil who attends three quarters can complete 180 days during a calender year.

Vacation periods for pupils are staggered so that at any one time only three-fourths of the total enrollment in a school may be found in attendance. The schedule for a typical Rotating Four-Quarter operation is shown in the following chart reproduced from an NEA Research Summary (NEA, 1968).

FIGURE 1.--OPERATION OF THE ROTATING FOUR-QUARTER PLAN FOR RESCHEDULING THE SCHOOL YEAR

| Pupil attendance group* | Attendance quarters | | | |
|---|---|---|---|---|
| | Fall | Winter | Spring | Summer |
| Group A | Vacation | School | School | School |
| Group B | School | Vacation | School | School |
| Group C | School | School | Vacation | School |
| Group D | School | School | School | Vacation |

*Each group comprises one-fourth of the entire student enrollment.

There is no inherent reason in the Rotating Four-Quarter Plan why a child cannot be allowed to attend a fourth quarter, nor is there any reason why a teacher is not allowed to teach all four quarters. This decision can be optional, but if students are allowed to attend during a fourth quarter, a primary objective of the Rotating Four-Quarter Plan is violated--this objective being that of economy. As one can determine from the above diagram, this plan can save about 25% in the facilities needed to house a student body. If a maximum 25% saving is to be realized, however, it is obvious that the plan must be mandated, that is, students must be assigned to a quarter (or group) so that students are equally distributed in each group as shown in the diagram above. The reader is reminded that this theoretical saving refers to space needs only and not to operational costs.

A slight modification of the Rotating Four-Quarter Plan is the Continuous Four-Quarter Plan. The Continuous Plan differs from the Rotating Plan by encouragement of attendance during a fourth quarter. Attendance during the fourth quarter allows a child with above average ability to accelerate and thus complete school in a shorter period of time than the traditional twelve-year period. At the other end of the ability scale, pupils who are having difficulty with a subject may repeat a quarter for remediation without losing their normal graded sequence; these pupils could therefore remain with an age-peer group throughout their school career. The plan also permits attendance in only three out of the four quarters if a pupil so desires.

As with the Rotating Four-Quarter Plan, the Continuous Four-Quarter Plan has a primary objective that of economy. As can be seen from the preceding description, economy is gained through assignment of pupils on a year-round

basis and consequent space saving if the pupil attends only three quarters, and through acceleration and early graduation if a student attends four quarters.

A slightly different variation under the quarter system, the so-called Elective Quarter Plan, will be instituted in the Jefferson County, Kentucky, Public Schools this fall. Under the Elective Quarter Plan, the school year is divided into four quarters which are approximately of equal length (about 60 days in length for each quarter). Under this plan students are expected to attend three of the four quarters during the calender year. The elective feature of the plan results from allowing the pupil and his family to make a voluntary choice as to which of the three quarters the child will attend. A plan similar to this plan is often called the Optional Four-Quarter Plan. This plan is expected to result in an immediate savings in capital outlay in the Jefferson County System. The anticipated saving will not be as great in that particular system as if the Rotating Four-Quarter Plan were adopted, but the district feels that a mandated plan is unacceptable. Because of the large size of the system (approximately 95,000 students--the 34th largest school system in the United States), a considerable savings can be realized if as many as 15% of the students elect to attend school during the summer quarter and vacation either during the spring, fall, or winter quarters. (The reader is reminded that under a Rotated Four-Quarter Plan with mandated attendance 25% of the students would be equally distributed in all quarters). The economy in this particular system results from the sheer size of the system.

A form of the quarter plan of operation is now in operation in the Atlanta Public Schools and in the Fulton County Schools in Georgia.

TYPICAL SCHOOL CALENDAR

FOUR-QUARTER PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

# TYPICAL SCHOOL CALENDAR

## FOUR-QUARTER PLAN

The following calendar is offered to illustrate the arrangement of attendance and teacher work days for a Quarter Plan of year-round school operation. This calendar is presented for information only and is not intended to propose any policy changes relative to scheduled holidays--the fiscal calendar used in the event this plan is selected could vary in beginning and ending dates and in inclusion of different holidays without affecting the basic structure.

The calendar shown provides for four terms of 60 days of pupil attendance in each term. One day is provided between each term. Teachers would work these days, and would have to be scheduled for extra in-service days to meet the 185 days required if they chose to work for three terms (180 pupil days of instruction) only.

Holidays provided for in this calendar include Labor Day, Thanksgiving Day and Friday following, and July 4. March 6 and 7, 1974 would be reserved to make up days lost due to emergency weather conditions. A Friday in March is set aside for SCEA State Convention. Schools would close at the end of the day on December 21, 1973 and reopen January 2, 1974. The Friday before Easter and the Monday after are set aside for spring vacation.

SEPTEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

SEPTEMBER - 1973

Labor Day - 3rd

Between Terms' Day - 4th

Term I Opening Day - 5th

Number Pupil Days - 18

OCTOBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

OCTOBER - 1973

Number Pupil Days - 23

NOVEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | | |
| 26 | 27 | 28 | 29 | |

NOVEMBER - 1973

Thanksgiving - 22nd, 23rd

Last Day of Term I - 29th

Between Terms' Day - 30th

Number Pupil Days - 19

DECEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |

DECEMBER - 1973

Term 2 Opening Day - 3rd

Holidays begin at close of school on December 21.

Number Pupil Days - 15

JANUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY - 1974

Classes resume on the 2nd.

Number Pupil Days - 22

FEBRUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | |

FEBRUARY - 1974

Number Pupil Days - 20

MARCH - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | | | |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | |
| 25 | 26 | 27 | 28 | 29 |

MARCH - 1974

Term 2 Ends - 5th

Number Pupil Days - 3 (Term 2)

Reserved Snow Days 6 and 7 and

Between Terms' Day - 8th.

Term 3 Begins - 11th

Typical SCEA Day - 22nd

Number Pupil Days - 14 (Term 3)

APRIL - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | |
| | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

APRIL - 1974

Spring Vacation - 12th and 15th

Number Pupil Days - 20

MAY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

MAY - 1974

Number Pupil Days - 23

JUNE - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

JUNE - 1974

Term 3 Ends - 5th

Between Terms' Day - 6th

Term 4 Begins - 7th

Number Pupil Days -3 (Term 3)

Number Pupil Days - 16 (Term 4)

JULY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

JULY - 1974

Holiday - 4th

Number Pupil Days - 22

AUGUST - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

AUGUST - 1974

Number Pupil Days - 22

If this program were mandated, approximately one-fourth of the pupils would be assigned to each of the four terms. If the fourth term were optional, students who desired could attend the fourth term and skip any term during the following school year.

# DESCRIPTIVE OUTLINE

# TRIMESTER PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

DESCRIPTIVE OUTLINE

TRIMESTER PLAN

The Trimester Plan of year-round school operation, as the name implies, is based upon a division of the school year into three terms, each of which is called a trimester. Since there are a maximum number of 260 week days (52 weeks multiplied by 5 days per week) available during a calendar year, it is obviously impossible to divide the year into two terms which equal 180 days with a summer term of corresponding duration. Such an arrangement would call for 270 days as a minimum, with no allowance for holidays.

Two alternative arrangements may be devised to get around this difficulty. The normal procedure divides the year into three terms which range in length from 68-75 days each. It is possible to easily schedule three 75-day terms within a calendar year, but a greater amount of time between terms is available if a shorter term (nearer 68 days) is used. Usually the total length of the school day (and the total time spent in individual classes at the secondary school level) is lengthened to provide a total period of time equal to that required by applicable state regulations.

An alternative means by which a Trimester program could be implemented would consist of scheduling two 90-day terms (equivalent to our present calendar) and providing for a summer term with fewer days but longer hours each day so that the summer term would be equivalent in actual instructional time to either of the other 90-day terms. Although possible, such a plan does not seem on the surface to be feasible for a number of reasons.

Present South Carolina state regulations for elementary schools require a minimum school day of at least six hours (for all children above grade one).

To operate on a trimester plan with a 70-day term; for example, would require a school day approximately 7 3/4 hours in length to equal the present time spent in 90 days. Corresponding increases would be required at the secondary school level. If an attempt were made to continue two 90-day terms and offer a summer term of 60 days, the school day during the summer session would have to be almost nine hours in length to make that term comparable to either of the other two terms.

Variations of the Trimester Plan are in use in several localities across the country. In many instances where the plan is used, minimum school terms are defined by total class hours rather than total days of attendance, as specified in South Carolina (180 days). The Trimester Plan, because of the problem of equating terms to the present school year requirements in South Carolina, seems more difficult to schedule than any of the other plans which we have previously described. A slight amendment to the state regulation would make it possible to operate with a Trimester Plan, however, and this difficulty of equating should not prohibit us from a consideration of the Trimester Plan.

As with other plans, the Trimester Plan can theoretically be operated on either an optional or a mandated basis. Under the optional plan, the student could attend any two of the three terms scheduled during a calendar year. The third term could be attended if the student desired to accelerate or to take remedial courses. Short term enrichment courses of varying lengths could also be offered during the term for students who had already attended their required two terms in the calendar year. On a mandated basis, the student body would be

divided into three groups. During any term, two of these groups would be in attendance and one-third would be on mandatory vacation. Under the mandated plan, a student could be allowed under certain conditions to enroll in the third term. Such enrollments would obviously increase the need for building space over that required if such enrollments were not allowed and would, therefore, tend to reduce the savings in building needs which could be realized under mandated operation.

For our purposes the Trimester Plan seems to have many inherent problems, but since it is one of the major plans in use, we will discuss it and furnish additional information as requested by the Steering Committee. A sample calendar for the 1973-74 school year is attached to provide further details of how such a plan would operate.

TYPICAL SCHOOL CALENDAR

TRIMESTER PLAN

SPARTANBURG CITY SCHOOLS

John H. Tillotson

TYPICAL SCHOOL CALENDAR

TRIMESTER PLAN

The following calendar has been drawn up to illustrate the arrangements of attendance and teacher work days in a Trimester Plan of year-round operation. As with the other calendars presented thus far, these calendars are for information purposes only and do not propose any policy changes relative to holidays.

The calendar presented herein provides for three terms of 75 days of pupil attendance. A closing day and an opening day is provided for each term. Teachers would work these days but students would not attend. At this stage the question of total teacher days of employment cannot be answered. The reader is reminded that the school day would have to be lengthened to provide for the minimum number of hours of instruction equal to that in a normal 90-day term or semester. In order to make the number of hours approximately equivalent to the requirement per semester (90 days) in the elementary school, it would require a school day of 7 hours and 15 minutes in a trimester (75 days as shown herein). The trimester arrangement described herein (75 days) would provide for 3 hours and 45 minutes more in total instructional time than a 6-hour day for a full semester (90 days).

Hours for the high school are not shown, but class periods would have to be lengthened proportionately, with a consequent increase in total length of the school day.

Holidays provided for in this calendar include Labor Day, Veteran's Day, Thanksgiving Day and the Friday following, Washington's Birthday, July 4 and Friday following. December 13, 19, and 20, 1973 are reserved for snow days

for the first trimester, and April 30, May 1 and 2, 1974 are reserved for snow days for the second trimester. Christmas vacation would begin December 21, 1973 and extend through January 1, 1974, both dates included in the vacation period. The week before Easter, April 8-12, 1974, is set aside for Spring Holidays. There would be approximately two school days and a weekend between the end of the summer trimester and the beginning of the following school year.

AUGUST - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | |
| 27 | 28 | 29 | 30 | 31 |

AUGUST - 1973

Fall Trimester Opening - 27th

Pupils begin - 28th

Number Pupil Days - 4

SEPTEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

SEPTEMBER - 1973

Labor Day - 3rd

Number Pupil Days - 19

OCTOBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

OCTOBER - 1973

Veteran's Day - 22nd

Number Pupil Days - 22

NOVEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | | |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER - 1973

Thanksgiving - 22nd and 23rd

Number Pupil Days - 20

DECEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | | | | |

DECEMBER - 1973

Last Day Pupil Attendance - 14th

Term Closing Day - 17th

Reserved Snow Days - 18, 19, and 20

Christmas Vacation Begins - 21st

Number Pupil Days - 10

JANUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY - 1974

Christmas Vacation Ends - 1st

Term Opening Day - 2nd

Pupil Attendance Begins - 3rd

Number Pupil Days - 21

FEBRUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | |

FEBRUARY - 1974

Washington's Birthday - 18th

Number Pupil Days - 19

MARCH - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | |
| 25 | 26 | 27 | 28 | 29 |

MARCH - 1974

Typical SCEA Day - 22nd

Number Pupil Days - 20

APRIL - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

APRIL - 1974

Spring Recess - 8th - 12th

Last Pupil Attendance Day (Term 2)- 26th

Closing Day - 29th

Reserved Snow Day - 30th

Number Pupil Days - 15

MAY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

MAY - 1974

Reserved Snow Days - 1st and 2nd

Term Opening Day - 3rd

Pupil Attendance Begins - 6th

Number Pupil Days - 20

JUNE - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

JUNE - 1974

Number Pupil Days - 20

JULY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | | |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

JULY - 1974

Holidays - 4th and 5th

Number Pupil Days - 21

AUGUST - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | | |

AUGUST - 1974

Last Day Pupil Attendance - 20th

Term Closing Day - 21st

Number Pupil Days - 14

BRIEFING PAPER

QUINMESTER PLAN

The term "Quinmester Plan" refers to an organizational plan which provides for five attendance terms, each of 45 days duration, during a calendar year. A pupil normally would attend four terms during the year, thus completing his mandatory 180 days of school during the year. A student who desired could attend during the fifth term for remediation, enrichment, or acceleration. At present, attendance at a fifth term in a calendar year would be on a tuition basis.

Since children normally attend only four of the five terms, typical attendance patterns would look like those in the following diagram. Some

FIGURE I

OPERATION OF TYPICAL YEAR SHOWING PUPIL ATTENDANCE

UNDER A FIVE TERM (QUINMESTER) PLAN

| Attendance Group | Term I | Term II | Term III | Term IV | Term V |
|---|---|---|---|---|---|
| Group A | Vacation | School | School | School | School |
| Group B | School | Vacation | School | School | School |
| Group C | School | School | Vacation | School | School |
| Group D | School | School | School | Vacation | School |
| Group E | School | School | School | School | Vacation |

children might vacation in the fall (August-October), as shown for Group A; others might schedule vacations in Term II (October-January). A third group of students might elect to vacation during the term extending from January

-March, while others might choose vacations during the period from April to early June. Students who choose to vacation during the traditional summer period would have a vacation period slightly shorter than the one to which we have been accustomed. An accompanying illustrative calendar shows the exact dates of each term, as well as holidays.

If the plan is implemented, during the initial year each student would enroll in the first four terms during the year. This year would, therefore, differ little from the present calendar. The student could then attend the fifth term and omit any one of terms 1-4 during the following year, reaching full implementation of the staggered attendance feature of the quinmester plan.

Although the calendar would be little different during the first year of implementation, the program would be quite different. All courses offered under the plan would be 45 days in length and most courses will be non-sequential. A student will, therefore, receive four final grades during a normal attendance span in a year. Yearly averages would be eliminated. The change in curriculum practices and course restructuring will require a full year of study and revision before implementation is possible.

There is no intent to crowd a normal year of course content into a 45-day term, since the student will enroll for a full load of courses as he does in the present schedule. The daily schedule is independent of the type of calendar in use. All terms, including the summer "quin", will be equivalent in every respect.

The quinmester plan offers the opportunity for more flexible employment terms for teachers. Since a course is complete in a 45-day term, a teacher

could theoretically be employed for 45, 90, 135, 180, or 225 days during a calendar year, without detrimental effects on the child. If any of these options were chosen, the 180 teaching day salary would be a base figure and pro rata increases or decreases would be made according to the actual term of employment. At this time, we do not know the effect of reduced term of employment per year on experience, retirement, and other benefits. No teacher will be required to teach five terms per year, but we expect many to desire such a contract.

TYPICAL SCHOOL CALENDAR

OPTIONAL FIVE-TERM ("QUINMESTER") PLAN

The following calendar is offered to illustrate the arrangement of attendance and teacher work days for a Quinmester Plan of year-round school operation. This calendar is presented for information only and is not intended to propose any policy changes relative to scheduled holidays--the fiscal calendar used in the event this plan is selected could vary in beginning and ending dates and in inclusion of different holidays without affecting the basic structure.

The calendar shown provides for five terms with 45 days of pupil attendance in each term. One day is provided for opening and another day for closing each term. Teachers would work these two days. A four-term year for teachers would, therefore, consist of 188 working days as opposed to the present 185 days. Again, this is for illustrative purposes only, and is not meant to establish a new length of year for teachers.

Holidays provided for in this illustrative calendar include Thanksgiving Day and Friday following, and July 4 and the following day to give long weekends. January 7, 8 and March 27, 28, 1974 would be reserved to make up days lost due to emergency weather conditions. April 26, 1974 is set aside for SCEA State Convention. Christmas Holidays extend from December 19, 1973 to January 1, 1974 - both dates inclusive. The week before Easter is set aside for spring holidays.

AUGUST - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

SEPTEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

OCTOBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | [illegible] | [illegible] | 12 |
| 15 | 16 | [illegible] | [illegible] | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

NOVEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | | |
| 26 | 27 | 28 | 29 | 30 |

AUGUST - 1973

Term 1 Opening Day - 22nd

Pupils Begin - 23rd

Number Pupil Days - 7

SEPTEMBER - 1973

Number Pupil Days - 20

OCTOBER - 1973

Term 1 Closing Day - 25th Pupils

Term 2 Opening Day - 26th out.

Pupils Begin - 29th

Number Pupil Days - 18 (Term 1)

Number Pupil Days - 3 (Term 2)

NOVEMBER - 1973

Thanksgiving - 22nd, 23rd

Number Pupil Days - 20

DECEMBER - 1973

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | | | |

DECEMBER - 1973

Christmas Holidays Begin - 19th

Number Pupil Days - 12

JANUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | | |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY - 1974

Holiday - 1st

Term 2 Closing Day - 16th Pupils

Term 3 Opening Day - 21st out.

Reserved Snow Make-up - 17th, 18th

Pupils Begin - 22nd

Number Pupil Days - 10 (Term 2)

Number Pupil Days - 8 (Term 3)

FEBRUARY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | |

FEBRUARY - 1974

Number Pupil Days - 20

MARCH - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | | | 29 |

MARCH - 1974

Term 3 Closing Day - 26th Pupils out.

Term 4 Opening Day - 29th

Reserved Snow Make-up - 27th, 28th

Number Pupil Days - 17 (Term 3)

APRIL - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | |
| 29 | 30 | | | |

APRIL - 1974

Pupils Begin - 1st

Spring Holidays - 8th-12th

SCEA Day - 26th - Pupils out.

Number Pupil Days - 16

MAY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

MAY - 1974

Number Pupil Days - 23

JUNE - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

JULY - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| 1 | 2 | 3 | | |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

AUGUST - 1974

| M | T | W | T | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | | | | |

JUNE - 1974

Term 4 Closing Day - 11th Pupils out.

Term 5 Opening Day - 12th

Pupils Begin - 13th

Number Pupil Days - 6 (Term 4)

Number Pupil Days - 12 (Term 5)

JULY - 1974

Holidays - 4th and 5th

Number Pupil Days - 21

AUGUST - 1974

Term 5 Closing Day - 19th (Pupils out.)

Number Pupil Days - 12

# QUINMESTER PROGRESS REPORT

Prepared for

PRE-SCHOOL CONFERENCE

Spartanburg City Schools

August, 1972

As most of you know, this School District has been engaged in a study to determine the feasibility of operating schools on a year-round basis. This study, which is now drawing to a close, involved the selection of the year-round school plan most suitable for the district as well as an analysis of problems associated with the implementation of the plan.

After a considerable amount of investigation of many plans and their features, it became evident that the Quinmester Plan was best suited to the goals established for the study. The desirable features of a plan selected had been established by action of the Board of Trustees. It was desired that the plan selected should provide, first and foremost, opportunities for improving educational experiences offered students in this district. Provisions of opportunities for more flexible contract periods for professional personnel, including longer contract periods at a proportionately higher total annual salary, was another area of prime concern in the selection of the plan. Possibility of economy in building through staggered attendance was a third factor in selection, but this factor was subordinate to the two previously described factors. Due to limitations of state aid, no consideration was given to plans which increased the normal attendance term for students beyond the presently established 180 days.

The plan selected meets the criteria presented in all respects. Greater possibilities for instructional improvement exist under the Quinmester Plan than under any other plan studied. Total annual salary for a teacher may be increased by twenty-five (25) per cent if the term of employment is 225 teaching days instead of 180 days. Some space saving is possible under this plan, and the student has a normal year of 180 days, although he may attend another 45-day term during any year on a tuition basis.

The major prerequisite for successful implementation of the program, as revealed by the feasibility study, is the redevelopment of curriculum offerings to fit the 45-day school term which is characteristic of the Quinmester Plan. This district has applied for and has received a joint grant with Rock Hill School District No. 3 to reorganize secondary school (Grades 7-12) curriculum offerings into 45-day blocks ("Quins") during this school year. Some thought has already been devoted to the process during early August, and most group meetings of secondary teachers during this conference will be devoted to discussion of curriculum revision possibilities.

Intensive revision efforts will be underway during this year, along with limited tryout of materials developed. Fuller implementation at the secondary level is planned during the 1973-74 school year, depending, of course, on adequate progress in the revision process this year. Revision at the elementary level will not begin prior to the 1973-74 school year.

Some of you are new to the district while others may not have had a full opportunity to study the details of the Quinmester Plan. A brief description of the plan is attached for your convenience. If desired, meetings with individual school faculties will be held during the coming year to fully discuss the features of the Quinmester Plan.

## Features of the Quinmester Plan

The Quinmester Plan takes its name from the five 45-day terms characteristic of the school calendar under the plan. The plan may be portrayed graphically as in the following diagram. The bottom two rows on the diagram show

| 45 Days | 45 Days | 45 Days | 45 Days | 45 Days |
|---|---|---|---|---|
| Aug 27-Oct 29 | Oct 31-Jan 16 | Jan 21-Mar 22 | Mar 27-May 30 | Jun 10-Aug 13 |
| Aug 8-Oct 10 | Oct 15-Dec 18 | Jan 3-Mar 7 | Mar 14-May 23 | May 28-Jul 31 |

beginning and ending dates for the Quinmester Calender under two different arrangements. Conventional holidays are provided for in each of these arrangements as well as breaks for opening and closing between each term. As with other calendars, the beginning and ending dates can be moved arbitrarily as long as 45 days are allowed for each term. No firm decision on a proposed calendar will be made in this district until more feedback is obtained from all interested parties.

The normal student year is completed by attending four of the five terms. Attendance at a fifth term on a tuition basis is possible for remediation, for enrichment, or for acceleration. The difference between the summer quin and our present summer school lies in the fact that the fifth term is equivalent in all respects to each of the other four terms. The student may also attend the summer quin and at his option skip one of the terms during the following year. In this case tuition would not be charged since this term would constitute a part of the normal 180-day year for the student.

Teacher employment can be for 180 days or for 225 days, provided a demand exists on the basis of students' election to attend extra quinmesters. Shorter terms of employment (45, 90, or 135-day terms) can also be possible since each quinmester is a complete course. The latter characteristic leads to the need for curriculum revision as stated in the previous section of this handout.

# APPENDIX B

## SAMPLE NEWSPAPER ARTICLES

*To District 7*

# 12-Month Planning Aid Given

Spartanburg District 7 schools have been given a $25,000 planning grant to study the feasibility of operating schools here year-round.

The district is one of four South Carolina school districts to receive similar grants. The other districts are Rock Hill City Schools, Florence City Schools and Columbia City Schools.

The grants were m de by the S. C. State Department of Education from federal funds available under the Elementary and Secondary Education Act (ESEA).

Gov. John West has urged state educators to develop a year-round program that would put schools to more efficient use.

The grants had been applied for by seven state districts, according to state officials.

A special District 7 committee has been appointed to conduct the feasibility study. Committee members are Mrs. Ella Poats, director of instruction, Max Robbins, Spartanburg High School principal, D. G. Evatt, principal of Evans Junior High School, and other district teachers.

The project application to the State Department of Education was made on June 25 and is detailed in a project report entitled, "Feasibility Study of Extended School Year."

Abstract of the narrative report states that "the major objective of this proposal is to plan for the efficient implementation of an extended school year program designed to meet learner needs."

Twenty sub-objectives are stated in the application and these are based on anticipated problems which must be resolved if the Extended School Year (ESY) plan is to be effectively planned and implemented.

Problems include revision of school calendar and schedule [illegible] and extension of course offerings, pupils' course load, course credits, staffing levels, economic feasibility, required

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## – AID

From Second Front

changes in transportation and other supportive areas and areas of conflict with existing state regulations and those of accrediting agencies and the S. C. High School League.

Activities of the study committee will include discussions with consultants, visitation by local school personnel to successful ESY programs, and evaluation of school district data related to pupils, teaching staff, financial matters, and administrative and organizational structure. Interim reports and final reports will be made.

The Spartanburg Herald, Thurs., Oct. 7, 1971

# District 7 Approves Continuing Study Of Extended School Year

Further approval was given to a feasibility study of an extended school year by the District 7 Board of Trustees Tuesday night as they heard additional plans for the study.

Dr. John Tillotson, director of the Title III for a six-county region that includes Spartanburg, will head the steering committee of 25 to make the study. He will be working two days a week with District 7.

Tillotson presented a 38-page report of study proposals which were submitted to the S. C. Department of Education June 25, prior to the district's receipt of a $25,000 study grant.

In outlining some of the preliminary steps of the study, Tillotson said an effort was made to include representatives from all phases of education on the committee, and that it is composed of administrators, teachers, parents, and two high school students.

Visitation of districts already implementing extended-year programs will be among the first things the committee will do. Visits are planned to Atlanta and Kentucky, as well as perhaps Illinois and Florida.

Tillotson said he planned to consult with Dr. Oz Johnson of Louisville, who has just completed a three-year feasibility study in his area. It was pointed out that such studies normally take a minimum of two years, but that District 7 has set Aug. 20, 1972, as a target date for final reports, hoping that the study can be completed in a year by utilizing information and consultants from other districts.

Both Dist. 7 Superintendent J. G. McCracken and Tillotson emphasized that the undertaking is merely a study, and that no plans for an extended school year have been made.

# Dr. Graham Heads City School Board

By BEN STEWART
Staff Writer

Dr. George Graham was elected chairman of the District 7 Board of Trustees at the regular meeting of the body Tuesday.

Dr. Graham, who succeeds W. D. Bain Jr. as chairman of the nine-member body, has been a resident of Spartanburg since July 1960. A native of Memphis, Tenn., he is an oral surgeon in Spartanburg. He and Mrs. Graham are the parents of three school-age children and members of First Presbyterian Church.

Other officers of the school board named at the meeting were Edward P. Perrin, vice chairman, and Myles W. Whitlock, secretary.

The new officers will assume their duties March 22.

The board endorsed the concept of the quinmester year-round school plan and authorized a steering committee to continue with the feasibility study. Chairman of the committee is Dr. John Tillotson.

In another matter, the Board voted to discontinue the practice of requiring smallpox vaccinations for those entering school for the first time. This policy is in line with a statewide regulation adopted earlier this year.

Dr. J. G. McCracken, district superintendent, recommended that teachers endorsed by their respective principals be re-elected for the coming school year. McCracken noted that 94 per cent of the teachers had indicated they wanted to return next year, a record percentage.

The superintendent commended the faculty members of the district for "an outstanding job in the classroom."

He noted that students at Spartanburg High had compiled an outstanding academic and extra-curricular activity record during the past two years. The school led the state in students selected as National Merit Scholarship semi-finalists during the 1970-71 year.

Roy Hewey, business manager for District 7 schools, told trustees that bids on an addition to Elementary School were opened April 4. Final plans for the building were approved recently by a state committee.

Hewey also said that final plans for an addition to Spartanburg High School were nearing completion. He also noted that legal technicalities were delaying the actual sale of Highland Elementary School.

DR. GEORGE GRAHAM

A report of expenditures during the first eight months of the current fiscal year of $4,327,923 out of a total budget of $7,258,370.

In another matter, Mrs. Clifford Hayslip, president of the District 7 P-TA Council, invited trustees to attend a banquet held as part of the State convention of P-TA Councils here April 27-28. The banquet is scheduled for the night of April 28 at Dorman High School.

## 12-Month Plan For District 7

# Quinmester May Be In By 1973

By PAT WATSON
Staff Writer

District Seven Schools have been given approval to "intensify efforts from here on out toward adapting a school program geared to a quinmester plan."

Members of a special committee including two parents, two students, three teachers and three administrative personnel left this morning for Miami, Fla.; to take a look at curriculum adjustments that would be necessary when and if such a plan is adopted for the local schools, according to J. G. McCracken, superintendent of District Seven Schools.

McCracken says the committee reported to the District Board of Trustees at a meeting last night after preliminary study of a proposal for a 12-month school year. He says the study, funded by a $25,000 Federal grant, is in its second phase and that hopefully such a program may be effected by the fall of 1973.

"There are many advantages to such a system," McCracken said, "especially to the students. It breaks the year into five terms of 45 days each and allows students to proceed at their own pace. The typical tudent in Algebra 1, for example, might need four full terms to complete the course, while another could complete it in two or three terms."

McCracken added that, if worked to best advantage, the plan would make use of the schools during the entire year, thus making additional space immediately available since one quarter of the students would be out at any given time.

The principle of the quinmester year is based on a student attending school four of the five terms during the 12-month period. Hopefully, through guidance counseling, these terms would would more or less even our as far as enrollment is concerned, so there wouldn't be an overload in any one of the five periods.

The superintendent pointed out that the program would also allow greater availability of [illegible] in teacher employment. One teacher would work a full year or any four of the five terms.

"Where the 45-day term has been in practice for some time dropouts are down by 40 per cent," McCracken said.

He attributed this to the fact that dropout problems usually occur when a student is doing badly in a year-long course, [illegible] and consequently loses interest.

The 45-day term would mean he wouldn't have to spend that whole year in that class.

Disciplinary problems are minimized also, he added.

A further advantage for the students is the equalization of the student work force throughout the year.

"In June we release thousands of students who want summer jobs. They hit the industry all at a whack. With short terms, we could space out the labor force which business and industry at present cannot absorb all at once. This could provide up to four times the employment that is now available during the summer only," McCracken points out.

The short term allows a more frequent change of teachers. McCracken pointed out that personality clashes between students and teachers which are occasionally encountered would be shorter lived.

McCracken envisions as the greatest advantage of the quinmester plan the fact that it would open up the curriculum, providing infinitely more flexibility in courses and an effective relationship to change in shorter and longer courses.

"We can really offer a greater opportunity for individual instruction. . . some students may want to speed ahead and finish early," he said, adding that there are now 1,000 students attending summer schools in the district each year who are not making up courses; but adding new ones.

"We can work out a calendar. There will be quite a few days when everybody will be off. . . two days for Thanksgiving, nine at Christmas, five for spring vacation and one or two other [illegible] the first week or two of August when everybody would be off," the superintendent stated, adding that ideally, each student would have all the regular holidays plus a 45-day term off during the 12-month period.

He pointed out that the committee had studied other plans including a 45-day term with [illegible] concensus seems to be [illegible] quinmester idea would work out best. The study will continue under the grant; and McCracken said students on the committee are becoming quite enthusiastic about the possibilities of the plan.

-The Spartanburg Journal, Thurs., March 9, 1972

# Quinmester No Rush Decision

By PAT WATSON
Staff Writer

The decision to pursue the idea of a quinmester system for District Seven Schools was not arrived at without a great deal of study and consideration on the part of the administration and special committees which have looked over various proposals before determining that this is probably the most workable one for city schools.

District Seven's Board of Trustees Monday night gave tentative approval and a go-ahead for further study on the program which would divide the school year into five 45-day terms spread over a 12-month school year.

J. G. McCracken, superintendent for the district, said other systems were investigated, particularly a plan which would call for 45 days study and 15 days off for each student, but he said the study group felt this would present a monumental scheduling task and wouldn't offer the flexibility of the quinmester scheduling.

He is particularly impressed with the fact that, in systems where the plan has been implemented, the dropout rate has decreased by 40 per cent. The superintendent explains this by pointing out that the dropout is usually the student who starts off in a subject, does badly, is failing, wants to drop it, winds up in study hall, often becomes a discipline problem and eventually a dropout. The shorter term of 45 instead of 180 would mean that the student would have a tendency to "hang in there with it" for that period of time whereas a full nine months seems interminable and makes the work seem more impossible or difficult.

"The beauty of this plan is that it is applicable to any course of study. It is, however, particularly applicable to such subjects as advanced mathematics, analytical geometery, the several chemistry classes, on both the junior and senior high school levels," said McCracken.

He sees as one of the most important values of the system the fact that it could practically eliminate the present disparity between students in the rates of speed at which they can progress. The students who prefer to take it easy and work at a slow or comfortable pace could do so, while the student who is bored without constant new challenges before him, can move ahead at as rapid a pace as he wishes.

The flexibility of the plan might be extended to mini-courses which could employ experts in their field for short-term study courses. For example, sufficient student interest might spark a short-term course in drug abuse. In such a case, a medical man, expert in the field of pharmacology, might be engaged to [illegible] in set-courses, the services of someone in the theatre might be requested. McCracken sees the possibilities as practically limitless and says the quinmester plan offers the greatest opportunity for individual student instruction yet divised that he knows about.

At present, four cities in South Carolina are examining the various 12-month school year plans in effect throughout the country under one-year federal grants of $25,000 each. They are Florence, Rock Hill, Spartanburg and Columbia. The government has agreed to refund these studies for another year.

Greer is experimenting with the 12-month-school-year in the middle school bracket (sixth-seventh and eighth grades) and has applied for federal aid in implementing such a program in this age group.

In all probability, the quinmester system will have to be tried out in the senior and junior high schools first. In the elementary schools, the subject matter differs and this area will undoubtedly present different problems.

Presenting alternatives in implementing the program, the committee will have to consider the effect on the life of a family which has children in various age groups and schedules would have to be worked out accordingly.

McCracken has said that hopefully the quinmester, under which a student must attend four periods out of five annually, would work out on a voluntary basis. He admits, however, that some sort of mandatory scheduling will probably have to be undertaken but stresses that the system or the scheduling will never be "rigid."

A committee of parents, teachers and administration personnel is presently in Miami, Fla., studying the curriculum changes which take place in such a system.

# 12-Month School Plan Requires Parents' Support

By BEN STEWART
Staff Writer

The proposed quinmester plan providing for year-round schools in District 7 won't be implemented unless it is supported by parents of school children involved, Supt. J. G. McCracken told teachers and parents at an Evans Junior High School P-TA meeting Monday night.

Most of those present seemed to have no serious objections to the extended school year, but some did want answers to questions. Strangely enough, one of the main questions concerned air conditioning during the summer at the schools.

McCracken noted that schools can be uncomfortable during hot weather but did not say whether air conditioning would be installed at all schools. At present only three schools in the district have air conditioning, according to McCracken.

The District 7 school board has okayed further study as to the feasibility of the year-round school plan. The plan most commonly used elsewhere is a quinmester plan, providing for five terms of 45 days each during a 365-day period.

Under the plan now under consideration by District 7, students and [illegible] have the option of [illegible] four or five terms during the year. Each student would take four or five courses each term, as he does at present.

Supt. McCracken outlined these advantages of the extended school year:

(1) Students would be permitted to go at their own pace. It a student could complete four terms of work in two or three terms, he would be allowed to do so.

(2) A student who is not doing well in a course would be allowed to drop the course after 45 days rather than being forced to continue the course for 180 days, as is the case now.

(3) New classrooms would probably not be necessary since only about 80 per cent of the total enrollment would be attending classes during any one term.

(4) Discipline problems would be fewer since the classroom would be freer of bored students and slow-learners.

McCracken said that bids are being advertised for a new building at Cooperative Elementary School, and bids for a new building at Spartan High will be opened this summer or fall.

District 7 is made up of 14 schools, including nine [illegible] junior [illegible] and one senior high school.

# Quinmester School Plan 'Offers Many Benefits'

By EDDIE BIGGS
Staff Writer

"The quinmester offers too many benefits to the students not to continue to study its possibility," noted Dr. John H. Tillotson, a member of the Spartanburg School District 7 Administration, in talking about the possibility of a five-term school year.

Tillotson, speaking at the regular meeting of the Rotary Club Tuesday, said that the "quinmester" would not mean that students would be attending more than 180 days of school a year — unless they desired. The quinmester divides the year into five 45-day terms and students would pick four of the five terms which they would like to attend. In the 1973-74 school year, when the new quinmester may go into effect, the terms may be divided as follows: first term, Aug. 23-Oct. 25; second term, Oct. 29-Jan. 15; third term, Jan. 22-March 25; fourth term, April 1 - June 10; fifth term, June 13-Aug. 16.

He pointed out that there would be vacations during Christmas, Thanksgiving, in the spring, July 4, and one day for the SCEA Convention but the number of days for each holiday would be reduced. Provided between each term would be two teacher work days, and days for make-up due to bad weather.

Many benefits in the program were noted by Tillotson, among which were the employment of teachers for 45, 90, 135, 180 or the entire 225 days. He also said that because of the new system, the schools would expect fewer repeaters, a reduction in the drop-out rate, a reduction in disciplinary problems, increased attendance, a savings in space, and more variety in courses offered.

He added that the new quinmester is not a system devised for the slow student nor is it a means for a student to graduate early, although these definitely are factors that make the system more acceptable. If a student wanted to attend all five sessions, he could do so.

The administrative consultant stated that this is a more flexible system than the one now in operation. The student could stagger his attendance and would have a wider variety of courses from which to choose. All courses would be completed in the 45-day term. An example given by Tillotson was that where now four years of high school English are required for a high school diploma, under the new quinmester system 16 units would be required. The requirements would stay the same and only the system of recording the credits would change.

Also pointed out as a benefit to the student was the fact that since all courses are completed in the 45-day period, any student finding that the work is too much for him would be able to start over again in the next session instead of waiting out the entire semester as it is now.

The quinmester was selected by District 7 in March after several school systems and plans had been studied by the Board of Trustees and administration. Tillotson stated that if the quinmester is implemented in District 7 there will have to be some administrative accommodations made and a complete revision of the total curriculum.

[illegible] the curriculum changes may be done this year if a state grant is given to the district. A $25,000 federal grant was given to the district last year to study the feasibility of the new attendance system. It was from this grant that the quinmester plan was formed.

# Positive Changes For Public Schools

Constructive, though some may consider them radical, changes are being considered for public schools in most parts of the nation to employ the faculty members longer (and pay them more) and to maker greater use of the billions of dollars invested in public school buildings and equipment.

The first involves lengthening the school year to 12 months with the individual student having the option attending full time to graduate sooner or dropping out for one of a proposed five-semester terms. In addition schools would greatly expand their services, especially to reach the pre-school, the adult who failed to finish and the modern-day dropout.

A 12-months school year is nothing new. It has been under study for years, has been tried in some places but, to this point, has not gained national acceptance. Yet, while property taxes continue to skyrocket and land levies for school support are under attack in the courts most school properties remain closed and largely unused for the months of June, July and August, a quarter of the year.

The Spartanburg school system is one of four in the state involved in direct studies of the 12-months school year. Last year, feasibility studies were conducted with the view of relating actual courses to a new time organization of school terms.

Schools now operate a total of 180 days. These studying reorganization have recommended that this 180 day total be retained and divided into five semesters of 45 days each. The student would have the opinion of attending straight through--and graduating earlier--or taking the option of dropping out for one 45-day period and still cover the same 180 days of class room work per year as at present.

In theory, a fifth less classrooms and teachers would be needed. But that's theory. No one could say with certainty what would happen in the case of faculty, school structures of facilities except that they could and would be in [illegible] would be reduced or eliminated for a short period.

Spartanburg, Rock Hill, Columbia and Florence now have an application pending before the federal government for financing an actual "trial run" of the five-semester plan in some schools or some classes in the coming year. A report on this application is expected soon.

As matters stand today, the 12-months school plan is tentatively scheduled for system-wide or a partial-basis trials beginning in 1973.

Along with this proposed change, State Superintendent of Education Cyril B. Busbee reported sometime back that more than two-thirds of the state's 93 school districts have adopted or are considering a five-year, state-wide plan which would:

1. Upgrade, where needed, professional personnel in schools.
2. Expand state-supported kindergartens and vocational education programs.
3. Double adult education enrollments.
4. Reduce the rate of first grade failures and school dropouts.
5. Expand educational programs for handicapped students.

School changes should be made only after thorough study and testing with special units in most cases.

Spartanburg area schools are already far advanced in the Busbee plan and the city school are actively engaged with three other systems in the state in the study of a 12-month system. This [illegible] operating experience in [illegible] programs initiated.

**OPERATION OF TYPICAL YEAR SHOWING PUPIL ATTENDANCE UNDER A FIVE TERM (QUINMESTER) PLAN**

| Attendance Group | Term I | Term II | Term III | Term IV | Term V |
|---|---|---|---|---|---|
| Group A | Vacation | School | School | School | School |
| Group B | School | Vacation | School | School | School |
| Group C | School | School | Vacation | School | School |
| Group D | School | School | School | Vacation | School |
| Group E | School | School | School | School | Vacation |

# Quinmester Plans Termed Feasible

*By PAT WATSON*
*Staff Writer*
*(First In A Series)*

***On July 1 of this year, a special team of teachers, students and administration personnel, under the direction of Dr. John Tillotson, director of the Extended School Year Feasibility Study, will begin its second year of study under a $25,000 grant from the federal government.***

***Various members of the steering committee of the feasibility study ve visited and observed extended school year plans in effect in Atlanta and Miami and plan to visit Lockport, Illinois, for a closer look at course structure this summer.***

After careful consideration of the several extended education plans in use in various parts of the country, the concensus of the group is that the quinmester system is probably the most feasible for District Seven.

**When and if it will be implemented depends largely on the length of time required to work out all the details of such a switchover plus the willingness of the students and the people of the district to accept such a plan. It would require the concerted cooperation of parents, students, teachers and school administrators.**

Because the education of the young is such an important subject to every reader, The Journal organized an interview with representative members of the steering committee in an effort to explain fully the mechanics of the quinmester plan and its application to the school children of District 7.

[illegible] representing the classroom teachers; Rilla Poates, coordinator of instruction for District 7 Schools; Claire Allen, a student at Spartanburg High School; and D. Gaines Evatt, principal of Evans Jr. High School.

**The term "Quinmester Plan" refers to an organizational design which provides for five attendance terms, each of 45 days duration, during a single calendar year. A pupil normally would attend four of those terms, thus completing his mandatory 180 days of school during the year. A student who desired could attend during the fifth term for remediation, enrichment, or acceleration.**

First, perhaps, we should differeniate between the quinmester plan as proposed for Spartanburg, and the 45-day on, 15-off system.

The latter is being used considerably in suburban areas where the school population is growing so rapidly the community or school district cannot get bonding fast enough to keep up with the burgeoning school population. This device enables the system to utilize the school [illegible] approximately 20 per cent more students to enroll than the seating capacity of the school was originally built to handle.

Local people studying the new year-round school breakdown, do not feel that the 45 on—15 off program has the flexibility of the quinmester system.

**(EDITOR'S NOTE. For this three-part series on a possible new Quinmester Plan for Spartanburg's City Schools, Journal Staff Writer Pat Watson set up a group discussion among representatives of the Extended School Year Feasibility Study, currently considering the five semester system. The group, which included teachers, students and administrative personnel, discussed the committee's activities and recommendations to date, dealing in particular with the effect of the move on students, their families and the community.)**

summer vacation, or Term V [illegible] have.

According to Tillotson, the most vocal group complaint about the proposed plan has come, predictably, from people interested in or operating summer-long camp programs where children attend for the entire season. However, unless the system should become mandatory, this group would not be particularly affected, although those selecting the

Optional schedules which could apply would be, for example, starting the fifth quin on June 12 and ending August 19. Currently, students are usually out by June 1 and don't come back to school until about August 26, which means they would lose about 19 total days (not school days) normally included in the summer vacation schedule under the old, established nine - month program.

On the other hand, the plan has unique advantages for the more affluent. The family which could afford an extended vacation could conceivably take a four-or-five month vacation without interrupting the child's school year progression. The student simply goes an extra quin the year before and one the year after the holiday, thus keeping with his classmates as far as completing his high school course of study is concerned.

Summer School as we understand it now would be supplanted by the fifth term, but the course offering would be brand new. Although the fifth term could be remedial or used for acceleration, it could also be used for enrichment courses, or for adding diverse subjects the student might like to take.

According to present plans, the fifth term, used for these purposes, and not as one of the child's required four tersm, would still be on a tuition basis. The current cost of summer school is $60 for each course, and a determination has not yet been made on possible costs of a full quin. Of course, if the quin is one of the student's four required terms for the school year, there would be no cost involved.

**Because the state aid is based on a 180 day school year, there is no provision for the full year-round school term. Supplementary funds are made available by the state on the basis of the average daily attendance for 180 days. Some efforts are being made to tie state supplementary funds into the program, but nothing definite has been decided.**

**TOMORROW: Flexibility Is The Key.**

# Flexibility Key Word In Quinmester Program

The Spartanburg Journal,

Thurs., June 22, 1972—

By PAT WATSON
Staff Writer
(Second in a Series.)

Flexibility is the key word to be remembered in dealing with the quinmester program under consideration by the Steering Committee of the Extended School Year Feasibility Study in District Seven.

**It crops up again and again as teachers and students alike use it enthusiastically to describe the possibilities involved in the short-term courses which are a part of the proposed quinmester program.**

In our interview with representatives of the committee it was pointed out that there will be a re-direction of effort on the part of guidance personnel under the new plan. Guidance counselors will help to strengthen weaknesses and give the student a chance to explore all the possibilities and avenues open to him.

Claire Allen, high school member of the group which went to Miami Springs High School where the quinmester is in its first year operation, talked with students there.

She reported there was a little resistance, which was to be expected to any new plan; but all students agreed that the quinmester offers a wider choice of curriculum and an opportunity for acceleration. She used as an illustration the typing course which is divided into sections so that the student progresses at his own rate of speed through a breakdown of LAPs or Learning Activity Packages.

Lellaree Greene, who represented the classroom teachers in the discussion, reported that there will be a lot of necessary adjustments, but that classroom teachers like the idea of being involved in structuring the curricula and in writing the plans for the proposed system. Also, she pointed out, it will give teachers an opportunity to work a full year.

**Asked whether there would be any difficulty in obtaining teachers for the full five quins, D. Gaines Evatt, principal of Evans Junior High, said that Spartanburg City Schools have two to three times as many teachers who want to teach during the summer as the summer school system can employ. He doubts that such a problem would present itself.**

The quinmester plan offers the opportunity for more flexible employment terms for teachers also. Since a course is completed in a 9-day term, a teacher could theoretically be employed for 45, 90, 135, 180 or 225 days during a calendar year, without detrimental effects on the child. If any of these options were chosen, the 180 teaching day salary would be a base figure and pro rata increases or decreases would be made according to the actual term of employment.

**(EDITOR'S NOTE. Spartanburg City Schools are currently considered a change to a Quinmester operation — with a possible beginning in August of 1973. Journal Staff Writer Pat Watson set up a group discussion among representatives of the Extended School Year Feasibility Study group to report present activities and recommendations from the teachers, students and administration personnel involved. This is the second of a three part series.)**

**Looking again at the Miami system, Dr. John Tillotson, director of the study, said there they have used two teachers for a single quin in summer, affording both an opportunity for an extra half quin and a shorter vacation. Two teachers teach the first week, then one takes the next four weeks, and the other the last four of the approximately nine weeks. This also allows the system to utilize the special skills and expertise of teachers in a particular field.**

Most courses will be non-sequential. A student will, therefore, receive four final grades during a normal attendance span in a year. Yearly averages will be eliminated.

At first the system will, if adopted, be used only in the junior and senior high school areas, grades seven through 12. As the conceptual scheme becomes more adaptable, it will gradually take in the elementary area. Already elementary summer school for remedial proposes is financed through Title I funds, but state aid is not available here either at present.

Under the present system, students are required to have 18 units for graduation. These include four of English; one in U. S. History and Constitution; two other social studies; two mathematics; one natural science; one physical education and seven electives.

Under the quinmester plan, these requirements would simply be translated into multiples of four. Thus the requirement would be 72 quins for graduation. Of these, 44 would be required courses and the remainder would be non-academic or, as Ella Poates, coordinator of instruction for District 7 Schools, prefers to call them, enriching courses.

Hopefully the quinmester plan would enable the number of these courses to be increased particularly in the areas of art, music, appreciation of the arts, dramatics and other cultural pursuits. Conceivably there would be the addition of some sports which might be designed to be life-long physical activities to the team sports.

These are a few examples of the flexibility of the quinmester discussed by the steering committee.

The Spartanburg Journal
Friday, June 23, 1972—

—Quinmester Plan—

# Second Year Devoted To Changes

By PAT WATSON
Staff Writer
(Third In A Series)

The second year of the Extended School Year Feasibility Study will be devoted to change in curriculum practices and course restructuring, according to Dr. John Tillotson, director of the study for District Seven schools.

To get an idea of the changes involved in switching to 45-day short courses curricula from the nine-month plan, representatives from District Seven visited schools in several areas of the county to look over the plans now in use.

Miami is involved in re-writing its text curriculum. Atlanta is using a quarter system. Miami is on the quinmester plan, which is the one expected to be used eventually in District 7 schools. This summer the group will go to Lockport, Illinois, to Valley View District to study course structure in a system now using the 45-15 plan. Although this is not the plan proposed for Spartanburg, the 45-day term will utilize essentially the same curriculum as the quinmester plan.

Courses now employ one basic text as a primary source, but as many as 15 other source materials may be introduced in the course of instruction. In covering a 45-day study of a particular subject, the course will still use one basic text of study supplemented by auxiliary materials.

D. Gaines Evatt, principal of Evans Jr. High School and a member of the discussion group, said the team is taking a completely new approach which will result in a new concept in course structure.

He gave examples of course titles that might come under the general heading of English. [illegible] related information. The study of literature of the period would bring in the poetry of the era, which would bring composition into play, and grammar and construction might also be studies in the prose of the era.

Evatt thinks this is planning too far in advance and decreases the flexibility of the plan. He feels having to plan too far in advance will do away with the change of scenery he feels is very important.

that in the first few weeks of Algebra, if the student doesn't get the basics, he is going to flunk the course. Evatt points out that if a youngster could start the course again 45 days later, he could take a whole new approach to the subject without having to fail this year and wait until next term to take the subject over or make it up in summer school. He feels the system will result in a reduced number of dropouts, and cut down the grand total of failures.

At present a student is accepted in the 10th grade if he has successfully completed three credit units, providing one is English. By the same token, under the quinmester, he would be accepted with 12 quins. This, the team feels, should be a big boost rather than a deterrent to moving on up to senior from junior high.

"There is nothing like a new year and a fresh start with renewed vigor to boost a student's confidence," Evatt said.

Scheduling appears to be a monumental task. There are two theories on how this should be handled. One is the computer system. Under this plan, the student would make tentative plans for 24 quins and the [illegible] of April everybody will be in the boat. On the other hand, we have students who have done well up to that time and decide to just coast on through those last few months, knowing they will pass," said Evatt.

Personnel involved agreed

"Whatever is relative can be included," Evatt said.

He cited Louisville, Ky., where one course is entitled "World War I... Why?" This course covers the events leading up to the first World War, the political and sociological significance, as well as the aggressive forces that triggered the conflict. This could be taken up in 45-sessions. It would probably be a part of the overall requirements now covered in World History, but it would not be sequential, and there would not be prerequisites for taking the course.

Evatt pointed out that this type of approach should lead to more research, especially on the part of the better student. It should encourage more use of library and source material. It will be necessary for the team constructing the text material to decide on an define areas of study and outline aims and objectives, coordinate resources, textbooks and audio-visual aids which the instructor will use in teaching the course.

A principal advantage of the quinmester plan, according to Evatt's thinking, is that the last two months of school, as we know the term now, are a waste of time for a certain number of students.

"During this period we are getting ready for final exams and we have to put up with groups of students who have already failed. We tie their [illegible] at its height.

Another type of scheduling would be the arena plan which is used in many colleges. Students gather in the gymnasium or other areas where teachers are assembled to sign up with a certain teacher for a course at a specified time. Students would have been counseled in advance by guidance personnel. Under this system, the teacher would accept pupils until the roster for a particular class is full.

The ideal concept of the quinmester plan would be that teachers and text planners would be continuously adding to and cutting out and revising quinmester courses. The entire thinking of the plan is couched in terms of flexibility. There must be limits, of course, since each student must meet state diploma requirements.

Yet to be determined is what effect the plan will have on the city's recreation programs and businesses. Tillotson feels the quinmester plan will be advantageous to both students and merchants in that it will provide business a continuous source of labor and will give students a better opportunity to qualify for employment for the quinmester they will not be attending classes. Thus, some students can be employed for the Easter season, some for the summer, and others during the Christmas rush.

In Miami, where the system is already in operation, students are reportedly favoring being out during the third quin which [illegible]

The quinmester plan obviously has many possibilities, and the study group appears to be considering each well and carefully before making firm recommendations for its adoption by District 7 Schools.

The State

*Washington, Piedmont, Pee Dee, and West Carolina Bureaus*

Page One Columbia, S. C., Friday, July 28, 1972 Section B

# Schools Nearing 12-Month Plan

*Related Story, 16-A*

MYRTLE BEACH — A State Department of Education official says year-round schools are on the horizon for South Carolina's public education system.

Henry G. Hollingsworth, director of the department's Adjunct Education Office, predicted one or several South Carolina districts will implement pilot extended school year programs "in the near future."

Hollingsworth moderated a discussion of extended school year studies Thursday during the annual School Administrator's conference. The 1972 General Assembly appropriated $100,000 for extended school year programs.

In addition, Hollingsworth announced Thursday the Rock Hill and Spartanburg school districts are being invited to submit a proposal for a $100,000 federal grant to continue planning for year-round school programs.

The grant will be used to study necessary curriculum changes for implementing the extended school year. Participating in the panel were Superintendent B. Jeff Savage and David E. Vipperman of Rock Hill and Superintendent Joseph C. McCracken and Dr. [illegible] Hackney studies of extended school operations this past year.

"There are certain needs that can never be met until we consider a new school calendar," Vipperman said. He outlined needs that pilot districts felt could be met by adopting the extended school year. They include breaking the 180 day locked-in format of public schools, significant curriculum improvement, more options for students, more male teachers, reduction in dropouts and failures and better use of facilities.

There are numerous patterns for extended school year plans, but Hollingsworth said the "quinmester" plan seems favored by districts conducting the studies.

Under the quinmenster plan, the school year is divided into five 45-day units, with a student having the option of taking one quinmenster of vacation.

Four of the units, or 180 days, comprise the "regular" school year and the fifth term occurs during the summer. Dade County (Miami), Fla., has been operating under the quinmester plan. Dade County School officials have cited three primary advantages:

— It opens the door to a richer curriculum;

— It encourages experimentation;

—It reduces failure.

[illegible] districts in at least 27 states are studying various forms of year-round schools.

Under the quinmester plan, officials point out that a student is not "locked" into a full-year course. He has a richer and more meaningful variety of courses to select from, and can also take summer courses to make up for any time lost during one of the 45-day courses.

An example of curriculum enrichment is demonstrated by the year-round school system in Atlanta, Ga., which operates a four-quarter program. Under the traditional system, a high school student was offered only 12 courses in high school English. Under the year-round four-quarter system, a high school student in Atlanta can now choose from more than 69 English courses.

This enables a student who can't grasp a Shakespearean play to move more quickly into a more suitable course, such as remedial reading or paragraph writing. The richer curriculum also serves the brighter students with such courses as advanced creative writing or advanced Shakespeare.

Gov. John C. West has suggested that some form of extended school year may be desirable in South Carolina and [illegible] factual exploration of extended school year possibilities.

August twenty-fourth ps apace . . . if you are a parent . . . or comes whistling just around the corner if you are a student enraptured with summer vacation . . .

**And it is just possible this is the last such universal summer vacation for Spartan youngsters and their financial supporters . . .**

Because if all the pieces fall into place in time . . . and there are a passel of folks working at it . . . the quinmester system of education will begin here in District Seven next summer . . . August is the appointed hour . . .

**And once Quinmester is here . . . the lazy, loafing days of summer will be a heritage out of the past for some . . . just another time of school for others. In the not too distant future 12 month schooling will be a staple diet for most of America . . .**

Right now . . . to keep the facts in place . . . District Seven is hard at work in conjunction with the Rock Hill schools on a $200,000 government grant to get Quinmester on the boards here . . .

**The local schools are also working with folks from Greenville, Florence and Columbia . . . because quinmester (or some similar system of constant education) is a fact of the 1970s . . .**

Curricula problems . . . naturally . . . are the most difficult to straighten out . . . and the Spartan educators are currently involved with experts from Louisville, Kentucky, and from as far west as the University of Missouri . . .

**Packaging quinmester . . . which can be five 45-day sessions back-to-back . . . or one 45-day followed by one 15-day holiday . . . is the immediate task . . .**

The old Wake Forest baseballer pitcher . . . who ramrods city schools in these parts . . . Joe McCracken . . . admits the task of putting together the sessions, classes, courses of study and curricula options is a monumental one . . .

**But Joe sees no present reason why the job shouldn't be finished in time for a start next year. He still won't say if it will be quinmester with 45-day dessions or the 45-day, 15-day . . . because there are still factors to be discussed and decided upon . . .**

But I think he leans toward the five 45-day segments himself . . .



**It will be a new experience for Spartans . . . just as it has been in those localities where Quinmester is already a way of life. Everybody knows in the Yewnited States you quit pencils and books in May and don't go back until September . . .**

Well, it was that way once . . . I can testify. Maybe now it is more likely June Fifteen to August Twenty-Four . . . but you can't win 'em all.

**Under Quinmester you go to school four out of the five sessions .. . . any four, so to speak .. . . the choice being yours. Maybe. You may even want to go all five of the sessions and get through with the education business early . . .**

Or maybe the family likes salmon fishing in Nova Scotia or bone fishing in the Florida Keys and would like to vacate . . . say . . . in December instead of June. So . . . go to school accordingly . . .

And if you would like to have a special course in the Care and Feeding of Parents . . . of the Translation of Television Commercial Language . . . why, that can be arranged without too much trouble.

**In the new school system . . . we aim to please everybody. That's Everybody . . . as in Health . . . Education . . . and Welfare . . .**

The Spartanburg Journal, Wed., Sept. 6, 1972

# 'Experimental Quinmester' Off To Good English Start

By PAT WATSON
Staff Writer

"So far so good," is the response of Mrs. Perrin Dargan, English teacher at Spartanburg High School, where about half the juniors and seniors are currently taking quinmester or nine-week courses to obtain their English unit for the year.

The program is a sort of "dry run" for the overall quinmester program for all junior and senior high schools in District 7 which will be implemented in the fall of 1973.

The remaining juniors and seniors are taking the standard nine-month English course required for credit.

Course outlines were prepared this summer by English teachers at the school. They decided on course titles for 28 areas, and completed course content details for 18 of these before school started. Of the 18, only 16 are being offered, because these were the ones in which students were most interested.

On Friday after school started, each student was presented a list of five or six courses, depending on the period, and was asked to choose a course and two alternates. They were given first choice insofar as possible. Two weeks before the first quinmester is over, they will be given another list of courses from which they will choose one and the process will be repeated for quinmesters three and four.

"The student must complete four quinmesters of study to receive one full unit in English. Each of these quins stands on its own, carries its own grade and the student is through with that course of study at the end of the nine week period," said Mrs. Dargan.

There are some courses that will be sequential, but not many in English, she added.

Typical of courses being offered during one period are Creative Research, a course dedicated to writing a documented term paper and a required course for students planning to enter college; Songs and Poetry of Modern Man, an elementary course in poetry using lyrics of contemporary songs plus elementary poetry and designed to induce an appreciation of poetry; Reading Improvement A and B, a course individually designed to aid the youngster who is below his grade level in reading ability; Developing A Writing Style; The American Vovel, The English Novel, Shakespeare, Myths and Legends; English For Business Communications; and Write What You Like", an elementary writing course designed to teach the student to express himself: and Mass Media.

"We haven't heard any criticism yet, but of course, the program has been in operation only a week. We have made shifts for some students who chose the wrong course and realized it immediately," said Mrs. Dargan, who feels the new quinmester will create a greater interest in the subject offered, and will, hopefully, decrease the dropout rate since the student will not be "locked in" a course for the full nine-month period, but will be free to select another course after nine weeks.

She explains that the program is not to be completely elective, since there are certain courses required.

"Most students are choosing courses that sound like traditional English courses," said the teacher.

The new system offers some courses not previously offered before, including the business communications course, Mass Media, which covers newspapers, magazines, television and radio; and Creative Writing on an advanced level.

APPENDIX C

A POSITION PAPER

SPARTANBURG CITY SCHOOLS

EXTENDED SCHOOL YEAR FEASIBILITY STUDY

The structure and the type of organizational plan selected for implementation of a rescheduled school year obviously is largely determined by the reasons why an individual school district is considering the need to reschedule its calendar. The purpose of this Position Paper is to define as precisely as possible at this time the reasons why the Spartanburg City Schools is considering some form of rescheduled school year.

Some background information seems necessary before a listing of reasons can be produced. One factor which certainly must be considered is the financial situation relative to the operation of the school district. In this district at the present time the instructional portion of the operating budget accounts for slightly over 84% of the total budgeted amount for current operation. The greater portion of this amount expended for general instruction is accounted for by teachers' salaries. As of now, the State of South Carolina allots state aid for teachers' salaries to a district on the basis of a 185-day term of employment and 180 days of pupil attendance.

The salary structure in this district is such at the present time that three-fourths of the total teacher's salary is covered by the state aid grant. For approximately one-fourth of the teachers in the district (or approximately one-third of the total professional staff) the entire salary cost is borne by the local district. These factors seem to dictate the adoption of some sort of rescheduled school year plan which guarantees the child only 180 days of instruction per year without cost to the individual in the form of tuition. It would seem, therefore, that any plan suggested for the Spartanburg City

Schools would be more properly called a year-round operational plan rather than an extended school year plan, inasmuch as the actual term of instruction provided at no cost to the child should remain the same.

A second background factor which must be considered is the existing status of facilities in the district. Although there are many portable classrooms in use in the district, there is no building crisis comparable to that which has been observed in many districts which have been forced to utilize a rescheduled school year plan to ease facilities. Projected construction and additions currently in the planning stages will do much to reduce the need for existing portable units.

The preceding statement is not meant to minimize the economy factor inasmuch as future building needs could undoubtedly be reduced to some extent within the district by greater utilization of the existing plants. Another factor which should be considered is that the use of older buildings might no longer be required if some of the newer school plants could be utilized to a greater extent.

Currently there are two general categories of extended school year plans which are generally described by two terms--optional plans and mandated plans. As the name implies, the optional plan allows parents some freedom to decide when their child will be in attendance at school. Conversely, the mandated plan would provide for assignment of pupils to an attendance term. It is obvious that a mandated plan could provide for a more even distribution of the student body at all times of the year and, therefore, could result in greater economy through a greater reduction in school facilities required. The criteria for selecting a plan must give consideration to these two factors--

parental or pupil choice and economy--and, hopefully, provide a means of balancing the two.

In view of the preceding background information, the following factors seem to emerge as dominant reasons for considering a rescheduled school year in the Spartanburg City Schools:

1. The major consideration in the selection of any alternative plan for rescheduling the school year in this district should be the possibility of improvement of educational opportunities for the boys and girls, young men, and young women who attend the schools in the district. Any plan selected should provide a revised set of curriculum offerings with greater breadth than those now available. Additionally, any plan selected should provide for a greater degree of flexibility in curriculum offerings, providing especially a more efficient means of recycling students who find themselves in elective classes which are obviously too difficult and which may be outside their range of interest.
2. The provision of opportunity to employ teachers and other professional personnel for a longer contract period (in each calendar year) at a proportionately higher total annual salary should be a primary factor in the selection of a plan.
3. Because of prohibitive current operational costs and state aid limitations, the selection of any year-round school plan should be limited to those which provide for 180 days of pupil attendance per year (unless the pupil elects to attend

longer on a tuition basis).

4. The only factors which should be considered related to economy of operation should be those inherent in greater use of existing school facilities. The negative aspect of this criterion means that acceleration of pupils to complete school in a shorter period of time than the current norm of twelve years should not be considered as a factor in economical operation of schools.
5. Optimally, the plan selected for further intensive study and possible implementation in the Spartanburg City Schools should be one which has optional attendance features. This means that if the plan provides for division of the year into segments (either 3, 4, 5, or more) a pupil and his family should be allowed to choose the terms for attendance and vacation, provided 180 days of attendance is maintained during any school year. If the plan provides for intermittent periods of attendance (such as the 45-15 or 12-4 Plans), the optional feature would allow a choice of the cycle most convenient to a family.

As indicated, the optional plan is desirable, but some practical considerations must be made. If any plan is to function successfully, attendance during any term must be sufficiently large to permit a full range of curriculum offerings and extracurricular activities. Otherwise, the

pupil is denied the flexibility sought by rescheduling the school year. Likewise, a large deviation from an equal distribution of pupils in attendance during each term will tend to offset any economies which could be realized through reduced building needs. Optional features could also make transportation scheduling an almost insurmountable obstacle under a 45-15, a 12-4, or a similar type plan.

The plan chosen for this district should have the ideal optional feature. Recognition is given in this Position Paper, however, to the fact that a move from an optional plan to a mandated plan may be required for efficient operation of any plan for rescheduling the school year.

A final word should be added regarding the purpose of this paper. Many alternative organizational plans for rescheduling the school year are currently available. Others could be devised and are being devised almost yearly across the country in many school districts. The selection of any one of these plans, or the development of a new plan, can only be accomplished in an efficient manner if there is a general agreement among those responsible for selection as to the purposes to be served by the plan which is finally studied in detail for possible adoption. The sole purpose of this Position Paper is to define the advantages which this district hopes to gain by utilizing existing school facilities under some plan for a rescheduled school year. Establishment of detailed, operational, criteria for selection of one of these plans must necessarily include consideration of these expected advantages.

Note: This Position Paper was developed by the project director with the use of consultant help. The original paper has been discussed by the Steering Committee for the ESY Feasibility Study. Revision to its present form was made on the basis of suggestions made by that committee which has authorized its presentation to the Board of Trustees for adoption.

# APPENDIX D

SPARTANBURG CITY SCHOOLS
Spartanburg, S. C.

CALENDAR
1973 - 1974

| | |
|---|---|
| August 20, 21, & 22 | Preservice training |
| August 21 (8:00 P. M.) | Joint county-wide opening meeting |
| August 23 | School opens-first day for students |
| September 3 | Holiday - Labor Day |
| October 25 | First Quinmester Ends |
| October 26 | In-service training or teachers work day |
| October 29 | Holiday - students and classroom teachers |
| October 30 | Second Quinmester Begins |
| November 22, 23 | Thanksgiving Holidays |
| December 19 | Last day of school before Christmas Holidays |
| December 20-January 1, 1974 | Christmas Holidays |
| January 2, 1974 | Bad Weather Make-up or Holiday |
| January 2 or 3, 1974 | School reopens after Holidays |
| January 16 | Second Quinmester Ends |
| January 17 | Teacher work day |
| January 18 | Holiday - students and classroom teachers |
| January 21 | Third Quinmester Begins |
| March 22 | Third Quinmester Ends-last day before Spring Holicays |
| March 25-29 | Spring Holidays |
| April 1 | In-service training or teacher work day |
| April 2 | School reopens following holidays - Fourth Quinmester Begins |
| April 26 | Holiday - State Teachers Meeting |
| June 4 | Fourth Quinmester Ends |
| June 5 | Teacher work day - Mail report cards. Graduation as convenient following June 5 |
| June 10 | Fifth Quinmester Begins |
| July 4, 5 | Holidays |
| August 13 | Fifth Quinmester Ends |